

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology

Introduction to Professional Mental Health and Addiction Counseling
MHCA 502-01

York Graduate Center Room 116, Thursdays 5:30-8:30pm
September 10, 2015 – November 12, 2015

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Office Hours: Please call or e-mail to schedule an appointment.

Required Texts/Readings:

Johnson, A.G. (2006) *Privilege, Power, and Difference*, 2nd ed. McGraw Hill: Boston.

Granello, D. H. (2012). *Counseling today : Foundations of professional identity*. Upper Saddle River, N.J.: Pearson.

Moodle:

Other readings are available on Moodle, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, consult@lclark.edu or Maia Penchansky maiap@lclark.edu or 503 – 768-6195.

Ethical Guidelines:

Students will obtain and bring a current copy of the ACA Ethical Guidelines to class.

Catalog Description:

Basic theoretical assumptions of the professional mental health and addiction counseling profession, with an overview of the historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation. Special attention and focus will be on issues related to diversity and social justice.

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

1a History and philosophy of the counseling profession;

- 1b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
- 1d. self-care strategies appropriate to the counselor role;
- 1f. professional organizations, including membership benefits, activities, services to members, and current issues;
- 1g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- 1h. the role and process of the professional counselor advocating on behalf of the profession;
- 1i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- 1j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- 2f. counselors' roles in eliminating biases, prejudices, and processes; and
- 5a. an orientation to wellness and prevention as desired.

Clinical Mental Health Standards (CACREP 2009 Standards)

- A1. Understands the history, philosophy, and trends in clinical mental health counseling.
- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)
- A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
- A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society
- E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.

Addiction Counseling Standards (CACREP 2009 Standards)

- AC.A.1. Understands the history, philosophy, and trends in addiction counseling;
- AC.A.3. knows the roles, functions, and settings of addiction counselors, as well as the relationship between addiction counselors and other mental health professionals;
- AC.A.4. knows the professional organizations, competencies, preparation standards, and state credentials relevant to the practice of addiction counseling;
- AC.E.1. understands how living in a multicultural society affects clients with addictions; and

AC.I.1 knows models of program evaluation for addiction counseling treatment and prevention programs.

Major Assignments, Student Learning Outcomes and Scoring Rubrics:

These assignments are required for the course, but may not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. All assignments are to be uploaded to Taskstream unless otherwise indicated by the instructor. See syllabus below for details.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	Program Objective
MHC 502: Social Locations Paper	Is able to identify multiple social locations and the impact on personal experience and worldview.	Is able to identify 1-3 social locations and the impact on personal experience and worldview.	Attempts to explore worldview, struggles with understanding concept of social location or lacks self reflectivity AND unable to complete revision after feedback	Is unable or unwilling to explore own worldview	Self as Counselor: Demonstrates awareness of their values, worldview, and social locations in self and client
Student uploads paper	Exceeds graded expectations	Grade: 80% or above	Grade: 79% or below	Fails to meet	
MHC 502: Professional Orientation Paper		Outlines career goals and identifies one or more areas of specialty focus, uses ACA journals	Outlines career goals/interests fails to use ACA journals	Fails to complete assignment	Professional Identity: Understands philosophy of mental health profession,
Student uploads paper		Grade: 80% or above	Grade: 79% or below	Fails to meet	
MHC 502: History timeline activity		Creates history poster with timelines/ major events			Professional Identity: Understands history of the mental health counseling
Student uploads photo of poster		Met/Not met		Fails to complete assignment	

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	Program Objective:
MHC 502: Roles and Functions assignment or test	Grade of 90-100%	Grade of 80-89%	Grade of 70-79%	Fails to complete assignment or fails exam	Professional Identity: Demonstrates understanding of roles & functions of mental health counselor
Student uploads assignment					
MHC 502: Signs Ethics Agreement/att ends lecture		Participates in class for ethics review and signs ethics agreement/ make-up for missed class required Met/not met		Fails to complete make- up assignment if class missed	Professional Identity: Understands, and follows ethical standards
Student Uploads agreement					
MHC 502: ACA website scavenger hunt	Joins ACA and/or other counseling professional organizations	Demonstrates knowledge of ACA Met/not met		Fails to complete assignment	Professional Identity: Shows engagement & pride in the counseling profession
Student Uploads assignment					
MHC 502: ACA Advocacy Competency Assignment		Knows the ACA advocacy competencies and their purposes Met/Not met		Fails to complete assignment	Professional Identity: Knows the ACA advocacy competencies and their purposes
Student uploads assignment					

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	Program Objective
MHC 502: Self-care plan	Begins to use self-care plan, learns to adapt plan when needed, and seeks supervision and personal therapy as needed.	Introductory; develops self care plan	Engages in inadequate self-care that impedes learning ability or client care.		Self as Counselor: Maintains self-care
Student uploads assignment		Met/not met		Failure to complete assignment	

Professional Qualities Evaluation Critical Items:

	Items	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	Program Objective
Note: Other low Professional Qualities Evaluation (PQE) items may result in referral to Behavioral Review Committee or Academic Review Committee	Maturity and Attitude Items 1 and 3.	Demonstrates self-awareness and emotional stability. Immersing use of self in therapeutic process, uses supervision to continue growth.	Demonstrates self-awareness, emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning	Demonstrates self-awareness, emotional stability, and willingness to address/mediate problems.	Student demonstrates lack of self-awareness or emotional instability that impedes learning or client care.	Self as Counselor: Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.
Instructor Completes			All Score: 2	One or more Score: 1	One or more score 0	

	Items	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	Program Objective
Instructor Completes	<p>Professional Responsibility Item 3.</p> <p>Maturity and Attitude Item 4.</p> <p>Social/Self Awareness Item 3.</p>	<p>Seeks supervision from faculty, supervisors and peers. Utilizes supervision to grow and develop.</p>	<p>Complies with suggestions, requests and directives from faculty and supervisors</p> <p>A</p>	<p>Responds to supervision from faculty and supervisors reluctantly, has difficulty with feelings of defensiveness</p> <p>One or more Score: 1</p>	<p>Refuses supervision or fails to comply with supervisor requests and directives</p> <p>One or more Score: 0</p>	<p>Self As Counselor:</p> <p>Openness to supervision</p>
Instructor Completes	<p>Responsibility Item 5.</p> <p>Integrity Items 3,4,5.</p> <p>Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view.</p> <p>Integrity Items 3,4,5</p> <p>Respect for others.</p>			<p>One or more Scores: 1</p>	<p>One or more Scores: 0</p>	<p>Multicultural Competence:</p> <p>Respect for others</p>

Assignment Details and Grading:

1. Attendance

Class attendance is expected and required. Completing extra assignments designed by the instructor will make up any missed class time. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

2. Participation

Each week there will be an assignment related to the readings. You may be given questions to consider and be prepared to discuss, you may develop questions, there may be an activity to complete and share with classmates, or you may need to be prepared to discuss your 12-step meeting attendance and diversity experiences on assigned dates. Well-prepared students make for the best class discussions!

3. American Counseling Association (ACA) Advocacy Summary

Thoroughly read the ACA Advocacy Competencies found on the ACA website here:
http://www.counseling.org/docs/competencies/advocacy_competencies.pdf?sfvrsn=3

In a 2-3 page write-up, summarize your understanding of the ACA Advocacy Competencies and, specifically, what you believe it means to be an advocacy-oriented counselor. Feel free to use examples of advocacy done on the micro (client) or macro (system) levels to support your understanding. Some prompts to get you thinking: What does it mean to be an advocate? How are the roles of counselor and advocate related? Have you thought of yourself as an advocate before? If so, in what ways did you advocate? If not, what does taking on this new role mean to you?

Total points: Pass/No Pass

*Assignment due no later than **September 24th**.*

4. Group presentation and short paper on 12-step or SMART Recovery

The end of the first class, you will select groups of 3 to complete this assignment. As a group, you will select *one* type of outside support meeting (e.g. Narcotics Anonymous, Alcoholics Anonymous, SMART Recovery, Al-Anon, Cocaine Anonymous, Marijuana Anonymous, Gamblers Anonymous, etc.). Each member of your group will then attend a *different* meeting of your chosen type. This will allow your group to have multiple perspectives and experiences to include in your final presentation. As a group, you will then create a 10-15 minute PowerPoint or Prezi to present in class. You will be given *some* time to work in your groups during class but are expected to complete this assignment with additional time outside of class if needed.

To receive full points on this assignment, your presentation should include the following information in your group's presentation: (1) A brief history of your chosen meeting; (2) What meetings each group member attended; (3) 4-5 summary points about what your group learned in your meeting experience(s); and (4) If you would recommend your attended meetings to clients and why or why not. **(20 points)**

In addition, each group member will turn in a 1-2 page summary of his/her experience attending his or her respective outside support meeting. In this summary be sure to include the name, location, and date of the meeting you attended. **(5 points)**

Total points: 25 points

*All groups will present in class and individual papers are due on **October 1st**.*

5. Three Part Social Locations and Professional Interests Paper

Part I (Social Locations): Describe your interest in the counseling profession *and* why you are choosing the addictions specialization. Include elements of how your personal social locations have informed your decision to become a professional counselor. Your social locations include but are not limited to the following elements: *physical ability, culture, race/ethnicity, gender, socioeconomic status, exile/migration, religious and spiritual beliefs, language, education, sexual orientation and age*. This should also include a description of your personal educational and professional goals. **Do not use your personal statement from your application to the program.** This paper should focus on a self-analysis of the impact of your individual, cultural, and social context factors that have influenced you and your decision to become a counselor and your goals as a professional. This portion of your paper should be a minimum of 3-4 pages. Formatting should be consistent with APA style, double-spaced, and use Times New Roman 12 pt font. You do not need to reference any published material but should you choose to do so you must cite your references appropriately and include a reference page. **(40 points)**

Part II (Professional Orientation): Describe your career goals and where you see yourself in the future as a professional counselor. Be sure to include what type of professional settings in which you hope to work (private practice, community mental health, hospital, etc.), what type of population or populations with whom you plan to work and any specialized areas of professional interest. This is not a commitment! It is an exploration of your current professional goals. This portion of your paper should be a minimum of 2-3 pages. **(30 points)**

Part III (ACA Website): Look at the American Counseling Association (ACA) subdivisions on the ACA website (<http://www.counseling.org>), choose the ones that are most related to your professional interests you discussed in Part II, find the journals associated with those divisions and find an article specifically related to your professional interests. After reading this article find two more articles from other sources related to this topic. List articles in APA style and write 3-4 sentences in review of each article, add a paragraph about something new you learned about your area of interest. **(30 points)**

Total points: 100 points

*Parts I, II and III are all due no later than **October 22nd**.*

6. Self-Care Plan

Throughout the term, we will have group check-ins at the start of every class that will include students sharing and discussing their current self-care activities and plans. We will also engage in a variety of mindfulness and grounding activities. Although not required, I will ask for volunteers if anyone has a specific activity he or she wishes to share with the class or walk us through.

Each student will need to submit a one-page write-up summarizing your current self-care plans, including how you've needed to adapt your various activities over the term if applicable.

Total points: Pass/No Pass

*Assignment due no later than **November 12th**.*

6. Counseling Timeline Project: This assignment will be completed entirely in class. You will spend the first two hours of class making a creative timeline of the history of counseling. It will be crucial that you have completed all of your required course readings up until this point in order to create a comprehensive timeline! As this is a creative project, you will be supplied with butcher paper, magazines, markers, etc. to create a visual timeline. You are free to bring in additional supplies if you wish. You can utilize your text book(s) and/or any other credible source you can find. Each student should strive to make his/her timeline unique and interesting.

This assignment will be completed during the last class meeting of the term. As you will be required to upload a photo of your final product to Taskstream in order to receive credit, please bring either a cell phone with camera capabilities or a digital camera to take a picture of your timeline in class. It is the student's responsibility to make sure a picture of their final product is uploaded to Taskstream promptly for final grading.

Total points: Pass/No Pass

*Assignment completed in class on **November 12th**.*

7. Background Check: Required to receive grade. You are required to initiate the background check to receive your grade; however, no points are awarded. The record is not required to be clear, but if a student's background check reveals a record not disclosed on the application to the program, procedures for student difficulties will be followed (*See Professional Mental Health Student Handbook*).

Grading Summary:

Social Locations/ACA Paper (3 part)	100
12-Step Presentation/Paper	25
Counselor Roles Exam	100
Counselor Development Portfolio	75
ACA Advocacy Summary	P/NP
Self-Care Plan	P/NP
Counseling Timeline	P/NP
Total Possible Points	300

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100 A- = 90-93 B+ = 87-89

B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73

F = Below

ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE

ALL ASSIGNMENTS MUST BE UPLOADED TO TASKSTREAM BY 11:00 PM ON THE RESPECTIVE DUE DATE UNLESS ADVISED OTHERWISE BY INSTRUCTOR.

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

Students with Disabilities:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Weekly Course Schedule

Week	Class Discussion Topic	Date	Readings	Assignments Due
1	-Introductions -Who are counselors? -What do counselors do?	9/10/15	N/A	
2	-How are counselors trained and regulated? -How do counselors advocate?	9/17/15	<i>G & Y: Ch. 1-3</i> <i>Johnson: Ch. 1</i> <i>ACA Advocacy Competencies</i>	
3	-How do counselors develop? -How do counselors use theories?	9/24/15	<i>G & Y: Ch. 4, 6 & 7</i> <i>Johnson: Ch. 2</i>	Professional Counselor Panel: Professional Identity in Diverse Settings

	-How do counselors use research?			<ul style="list-style-type: none"> • ACA Advocacy Summary
4	-What happens in a counseling session?	10/1/15	<i>G & Y: Ch. 8</i> <i>Johnson: Ch. 5 & 6</i>	<p>Guest Speaker: ACCBO (Michael Razavi & Dick Johnson)</p> <ul style="list-style-type: none"> • 12-Step/Outside Meeting Group Presentation & Paper
5	-Where does counseling take place? -Guest instructor: <i>Kate Mordarski, LPC, CADC II</i>	10/8/15	<i>G & Y: Ch. 9</i> <i>Johnson: Ch. 7 & 8</i>	Nothing due!
6	-How do counselors work in a diverse society? -How do counselors make legal and ethical decisions?	10/15/15	<i>G & Y: Ch. 10</i> <i>Johnson: Ch. 9</i>	<p>Ethics lecture, discussion and exercise.</p> <ul style="list-style-type: none"> • Sign Ethics Agreement (in class)
7	-How do counselors collect and use assessment info?	10/22/15	<i>G & Y: Ch.11</i>	<ul style="list-style-type: none"> • Social Locations, Professional Orientation & ACA Website Paper
8	-Counselor roles and functions review.	10/29/15	<i>G & Y: Ch. 12 & 13</i>	<ul style="list-style-type: none"> • Turn in Portfolio for review
9	-How do counselors maintain their wellness?	11/5/15	<i>No required reading</i>	Counselor Roles & Functions Exam (in-class)
10	-Last class! Potluck, wrap-up and class evaluations.	11/12/15	<i>Optional outside readings for in class assignment</i>	<ul style="list-style-type: none"> • Self-Care Plan • Counseling Timeline Project (in class) <p>Portfolio returned</p>