

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 503 / MHCA 502
Introduction to Professional Counseling / Introduction to PMHC-A
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 1a history and philosophy of the counseling profession;
- 1b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.
- 1d. the role and process of the professional counselor advocating on behalf of the profession.
- 1e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- 1f. professional counseling organizations, including membership benefits, activities, services to members, and current issues.
- 1g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
- 1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 1l. self-care strategies appropriate to the counselor role.
- 2d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
- 2e. the effects of power and privilege for counselors and clients

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C1a. history and development of clinical mental health counseling
- C2a. roles and settings of clinical mental health counselors.
- C2k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
- C2l. legal and ethical considerations specific to clinical mental health counseling

Key Required Assignments/Student Learning Outcomes

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. See syllabus for details.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	Program Objective
MHC 503: 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	Meets	Fails to meet	Fails to meet	
MHC: 503 Professional Orientation Paper		Outlines career goals and identifies one or more areas of specialty focus, uses ACA journals Grade:min 80%	Outlines career goals/interests fails to use ACA journals Grade below 80%	Fails to complete assignment	Professional Identity Understands philosophy of mental health profession,
Student uploads paper					
MHC 503: History timeline activity		Creates history poster with timelines/maj or events		Fails to complete assignment	Professional Identity: Understands history of the mental health counseling
Student uploads photo of poster		Met/Not met			
503/MHCA502 Roles and Functions assignment or test	90-%100	80-89%	70-79%		Professional Identity: Demonstrates Understanding of roles & functions of mental health counselor
Student uploads assignment					
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	Ethical Practice: Understands, and follows ethical standards
Student Uploads agreement					
ACA website scavenger hunt	Joins ACA and/or other counseling professional organizations	Demonstrates knowledge of ACA		Fails to complete assignment	Professional Identity : Shows engagement & pride in the counseling profession
Student Uploads assignment		Met/not met			

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.	Failure to complete assignment	Self as Counselor: Maintains self care
Student uploads assignment		Met/not met			

	Items		Benchmark	Emerging	Inadequate/ Fail	Program Objective
Professional Qualities Evaluation: Critical Items Note: Other low PQE items may result in referral to BRC or ARC	Maturity and Attitude Items 1 and 3	Demonstrates self awareness and emotional stability. Immerging 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 All Score: 2	Demonstrates self awareness, emotional stability, and willingness to address/remediate problems. One or more Score: 1	Student demonstrates lack of self awareness or emotional instability that impedes learning or client care. One or more score 0	Self as Counselor: Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.
Instructor Completes						
	Professional Responsibility Item 3 Maturity and Attitude Item 4: Social/Self Awareness Item 3	Seeks supervision from faculty, supervisors and peers. Utilizes supervision to grow and develop.	Complies with suggestions, requests and directives from faculty and supervisors All Score:2	Responds to supervision from faculty and supervisors reluctantly, has difficulty with feelings of defensiveness One or more Score:1	Refuses supervision or fails to comply with supervisor requests and directives One or more Score:0	Self As Counselor: Openness to supervision
	Responsibility Item 5, Integrity Items 3,4,5 Students will demonstrate the ability to engage in dialogue with		All Score : 2	One or more scores of 1	One or more scores of 0	Multicultural Competence: Respect for others

	people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. Integrity Items 3,4,5 Respect for others					
--	---	--	--	--	--	--

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

Introduction to Professional Counseling
CPSY 503

Amy M Rees, Ph.D.
503-768-6074
arees@lclark.edu

Office Hours: Contact office at 503-768-6060 to make appt

Course Reading

Texts:

Sensoy, O., & DiAngelo, R. (2011). *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*. New York: Teachers College Press.

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

2) 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 Graduate School IT liaison. (TBA)

3) Ethical Guidelines:

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

Catalog Description:

Basic theoretical assumptions of the counseling profession, with an overview of its historical roots, social, cultural contexts, types of practice, ethical principles, and professional orientation.

Course Objectives:

See syllabus cover sheet

Student Learning Outcomes/Key Required Assignments:

See syllabus cover sheet for details. All students are evaluated in classes, and across the program to demonstrated competency in the Program Student Learning Outcomes. Each course will have a cover sheet that explains which assignments will become part of your overall assessment. Also see Program Handbook for a full list of expectations and scoring across the program, assessment methods, and remediation requirements. Please be aware the Fall 2015 is the first semester when we are fully implementing this overall student evaluation. Please be patient as we work out challenges with adopting a new system of evaluation and a new software program.

ALL ASSIGNMENTS IN THIS COURSE will be uploaded to Taskstream for use as a key required assignment.

Class Assignments/Grading:

1. Attendance and participation: You **MUST** attend AND PARTICIPATE in all classes. If an emergency requires that you miss a class or any portion of a class, make up work will be required. The exact content of this makeup assignment will be determined by the instructor.

More than one absence may lead to a failure to complete requirements for credit.

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 need to be prepared to discuss your 12-step meeting attendance and power/privilege experiences on the assigned dates. **Look to the Moodle page to see if you are being asked to create discussion questions to bring to class – if so, these will be turned in as well.**

2. Roles and functions reflection, 1 page maximum, 10 points ***Due Sept 14, Paper form turned in during class, upload to Taskstream later***

3. Attend a minimum of one 12-step meeting as required for your portfolio. Write one page summary.
12-step Attendance: 25 points :Due Sept 21, Upload to Taskstream

4. Class work creating a history of counseling timeline (completed in class) ***Due Sept 21 .***
Timeline: 25 points Take picture and upload to Taskstream

5. Power, Privilege, and Difference Experience: Spend 4 hours in an experience where you are **interacting with people different from you in social locations, values, or culture.** One of the basic skills a counselor must master is the ability to adopt an attitude of *learning* about others. You must

move beyond any tendency to make assumptions about people based on their similarity or differences to you and your background and experiences. Some of you will have had a lot of experience with learning about others, some very little. Another way to think about this is to imagine that anyone can be your client. Which folks would you be least comfortable counseling? Why? What can you do to increase your competence to work with all clients? Goals: 1) Examine honestly your interest and comfort in interacting with people who are different from you 2) Determine how much you are ready to push yourself to do what feels uncomfortable, it is o.k. to stay in your comfort zone, for now. This is an exercise to help you get ready for the rest of your program where you will be pushed into your discomfort zone. However, the more you are willing to take a risk and push yourself now, the more you will benefit in your entire program. 3) Commit to an attitude of learning, not “cultural tourism,” your goal is to *experience* not to merely observe.

Your experience **MUST BE APPROVED** prior to completing it. Please write a one paragraph description of your activity and your reason for choosing it/what you expect to learn.

Write a reflection paper about the experience describing the activity and **what you learned from it.** (3-4 pages max)

*Experience Approval Due: **Sept 21, Turn in to instructor***
P, P & D Experience Paper/discussion: 100 points Due Oct 26

5. Website scavenger hunt: Upload to Taskstream, 10 points **Due Sept 28**

2. Two Part Social Locations and Professional Interests Paper:

Part 1: Describe your interest in the counseling profession and include elements of how your personal social locations have influenced 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. Please 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. Think about these as external influences based on your specific social locations. Example: How have society’s or your family/friends messages about your gender influenced your career path. Maximum length: 4-6 pages, APA style double spaced, 12 pt font.

Part 2: 1) Look at the ACA subdivisions, choose the ones that are most related to your professional interests, find the journals associated with those divisions and find at least one article specifically related to your professional interests **from an ACA journal.**
2) 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
3) Write a summary paragraph about something new you learned about your area of interest.

*Paper: 50 points each part – Total 100 **October 12***

6. Self Care Plan: completed in class **Nov 9**, upload to Taskstream (no course points, required for program)

7. Professional Counselor Development Portfolio, *20 points, Due Nov 9*

The full portfolio is due mid-semester in your semester prior to practicum, portions of it will be completed during your first semester. See Program Handbook and Moodle page for requirements

8. 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). **Due date TBD**

9. Professional Qualities Evaluation (PQE): The PQE is an instrument used in the program to assist students in learning, and to evaluate, the development of key professional qualities needed to be successful in the field of counseling. The instructor will complete the evaluation and discuss any issues with you that need to be addressed. Low scores may also result in a referral to the Benchmark Review Committee or an Academic Review Committee. See program handbook for details on these committees and the review/remediation process.

Grading Summary

Paper (2 part)	100
Timeline	25
Power, P & D experience/Paper	100
12 Step Meeting Attendance	25
Roles and Functions reflection	10
ACA scavenger hunt	10
Self care plan (prog. Req.)	10
<u>Professional Dev. Portfolio</u>	<u>20</u>
	300

Grading scale:

90-100% A

80-89% B

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.

Schedule –As a group who has come together to learn and share we are unique from any other class. The schedule may change to accommodate our particular class needs. The course schedule is posted on the Moodle webpage, please check the page each week for updates. The following is a screenshot from Moodle on 9/14/16, readings and schedule are subject to change. Generally, changes will be made with two weeks notice or discussed in class.

• •

Week 1: September 7

Topics: Becoming a Counselor/Counselor Identity

- Class Plan (will be added prior to each class)
 - 1:00- 2:45 Introductions
 - 2:45-3:00 break
 - 3:00-3:45 syllabus, portfolio, program
 - 3:45-4:00 student questions

- **Readings :** (these should be read prior to class)

Granello & Young Chapters 1 and 2 (start on 3)

- **Resources (supplemental materials, optional reading, web links, lecture notes, etc):**

-  [Lecture 1 File](#)
-  [Professional Qualities Evaluation File](#)
-  [Case Conceptualization/Program Map File](#)

12 September - 18 September

• Week 2: September 14

- **Topics: Becoming a Counselor/Counselor Identity**

Counseling Training and Regulation (Licensing)

Readings :

Granello & Young: Chapters 3, 4 & 5

NOTE: If you can't access files open a separate browser, login to the library webpage and psychnet. This should put a cookie on your computer that will allow you access to files linked at the library.

- [Counselor Professional Identity: Findings and Implications for Counseling and Interprofessional Collaboration URL](#)
 - [library PDF link for article listed above URL](#)
 - Due: Review website for Oregon board, or Board of your planned state of residence
- Due: Roles and Functions paper (turn in to me, you will also upload it to Taskstream later)

• Resources:

-  [Counselor Identity URL](#)
- [American Counseling Association URL](#)
- [National Board for Certified Counselors URL](#)
-  [What is a counselor? updated Fall 2015 File](#)
-  [List of State Licensure Requirements 2016 File](#)

•

19 September - 25 September

- **Week 3: September 21**

- **Topics: History of the Profession**

Due: 12-step meeting attendance summary, be prepared to share with class

Due: History timeline completed during class time, with group

Due: Power, Privilege, Difference experience approval paragraph

- **Readings:**

Granello & Young: Pages 1-12, Chapter 3

Fair Use analysis: This book chapter was pulled from the internet in full, found on a Google search 5/9/13. The publisher has it available on the website as an example chapter of the book.

-  History of Professional Counseling URL

- .

- **Resources:**

26 September - 2 October

- **Week 4: Sept 28**

**Topic: The Personal is Professional is Political:
Personal/Professional Identity**

Due: Website scavenger hunt

- **Readings:**

- **Sensoy & DiAngel0: Preface pages xvii, xviii; Prologue, Chapter 1,2,3,9**

Questions to consider as you read - will be discussed in class:

- **Another word to describe the idea that knowledge is socially constructed is "worldview" Think of examples of how your worldview has been shaped by your family and friends in ways that are a contrast to other's worldviews.**
- **How does the concept of socialization challenge the idea of individualism?**
- **According to the authors, all people have prejudice and all people act on that prejudice (discriminate) based on their prejudices. What were your emotional reactions as you read about this? What aspects of your socialization led to these emotional reactions?**
- **Which of the rebuttals have you felt yourself (or perhaps still feel)? Which is the most challenging for you? Is this rebuttal protecting your view of the world or your view of yourself?**

- **Resources:**

-  [Safety in the Classroom File](#)
- **Advanced Reading (Optional):**
-  [Feminist Social Identity Analysis Enns 2010: library link URL](#)
-  [Feminist Social Identity Analysis - Enns, 2010: Link 2 File](#)

-

3 October - 9 October

- **Week 5: October 5**

Topic: Power, Privilege, and Oppression

Readings:

Sensoy & DiAngel0: Chapters 4,5,6

Guiding Questions Chapter 4,5,6

In the film segment "How to Marry the Rich" a woman has a business teaching other women how to copy the actions of upper class people (essentially WASP) to become one, in another section of the film a man relays a story that another man asks him for WASP lessons and he states that you cannot learn to be a WASP, you either are or are not. What historical, ideological, institutional, and cultural oppressions exist that make both of these a realities a possibility?

The myth of meritocracy and the ideology of individualism are powerful discourses in U.S. culture, how do these ideologies combine to reinforce social stratification?

Were you raised to believe that women and men have equal rights and opportunities? What was your first memorable experience that taught you that this ideal is not yet a reality? If this is your first introduction to the idea - which of the rebuttals from Chapter 9 emerged for you as you read chapter 6?

- **Resources:**

-  [Definition of Evidence-Based Practices File](#)
- [Income disparity URL](#)
-  [Critical Theory Powerpoint File](#)

-

10 October - 16 October

- **Week 6: October 12**

DUE: Social Location and Professional interest paper

Topics: Power and Oppression in Mental Health Services

- **Readings:**

Granello and Young: Chapter 10

Diagnosis reading linked below: If neither of the links work, go to:

Watzek Journal search, Feminism & Psychology, Issue Feb 2013, 23 (1)

- [Special Issue link: Read one article that interests you and be prepared to discuss/present URL](#)

- **Resources:**

-

17 October - 23 October

- **Week 7: October 19**

Topics: Racism, White Privilege, Advocacy

- **Readings:**

Sensoy & DiAngelo: Chapters 7,8,10

Guiding Questions:

What are your first memories of becoming aware of race?

The authors argue that to have grown up in racially segregated communities is to learn a great deal about race. How? What kinds of things do we learn?

What is structural racism - discuss examples.

Why is racism everyone's problem?

Be prepared to discuss the common white misconceptions about racism.

Where does defensiveness originate - why does it emerge?

How does color blindness hide social injustice?

The authors state that it is always the responsibility of the dominant group to interrupt oppression. Why? Discuss the dynamics involved in this statement.

-  Advocacy Competencies File

- **Resources:**

-

24 October - 30 October

- **Week 8: October 26**

Topics: Racism, White Privilege, Advocacy - Continued from last week

Due: Reflection paper from P,P,D experience, share experience with class

31 October - 6 November

- **Week 9: November 2**

- Due: Background check documents

Topic: Ethics

- **Readings:**

Granello & Young : Chapters 12

ACA Ethics code: Find on ACA website and READ

- **Resources:**

- [Oregon Board of Licensed Professional Counselors and Therapists \(OBLPCT\) URL](#)
-  [Ethical Decision Making Model File](#)
-  [Counselors and Social Media URL](#)
-  [Ethics Powerpoint 2014 code File](#)
- [child abuse reporting law URL](#)

-  DHS Handout: What you can do about abuse. Includes definitions of what constitutes abuse URL

7 November - 13 November

- Week 10: Nov 9

- **Topics: Self Care and Advocacy Competencies**

Due: Make sure you have uploaded everything to Taskstream for class/portfolio as outlined in the syllabus and Taskstream site

Due: Self care plan, completed in class, upload to Taskstream

- **Readings:**

Granello & Young : Chapter 13

- **Resources:**

-  Advocacy Competencies summary URL