

COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling
Dept of Counseling, Therapy, and School Psychology

COURSE INFORMATION

Course: MHC-503-02
Title: *Introduction to Counseling & Social Justice (2 cr)*
Room: York 101
Day/Time: Wednesdays, 1:30-4:30 PM
Term: Fall 2022 (9/28-12/7)

INSTRUCTOR

Rafe McCullough, Ph.D., LPC, LMHC, NCC
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COURSE MATERIALS

Required Texts and/or Readings:

Granello, D. H., & Young, M. E. (2019). *Counseling today: Foundations of professional identity* (2nd ed.). Pearson.

Articles from LC Library or Online:

Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development, 41*(4), 405-414.

Lee, A. T., & Haskins, N. H. (2022). Toward a culturally humble practice: Critical consciousness as an antecedent. *Journal of Counseling & Development, 100*(1), 104-112.

Lee, E., Greenblatt, A., Hu, R., Johnstone, M., & Kourgiantakis, T. (2022). Developing a model of broaching and bridging in cross-cultural psychotherapy: Toward fostering epistemic and social justice. *American Journal of Orthopsychiatry*.

Ratts, M.J., Singh, A.A., Nassar-McMillan, S., Butler, S.K., McCullough, R. (2015). *Multicultural and social justice counseling competencies*. Retrieved from <http://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

Rollins, J. (2021, January). The forces that could shape counseling's future. *Counseling Today*.

COURSE DESCRIPTION

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

COURSE OBJECTIVES

At the conclusion of this course, students will be able to demonstrate competency in the following areas:

- Understanding of the history and philosophy of the counseling profession and its specialty areas, with an emphasis on clinical mental health counseling.
- Understanding of the professional roles and functions of professional counselors, with an emphasis on clinical mental health counseling.
- Understanding of advocacy to address institutional and social barriers for clients, and advocacy for the profession, with an emphasis on clinical mental health counseling.
- Understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others, and the effects of power and privilege for counselors and clients.
- Understanding of professional counseling credentialing, certification, licensure, and accreditation practices and standards, and the effects on public policy, with an emphasis on clinical mental health counseling.
- Knowledge of professional counseling organizations' activities, service, and current issues for the profession, with an emphasis on clinical mental health counseling.
- Understanding of professional ethical standards and some ethical and legal considerations in professional counseling, with an emphasis on clinical mental health counseling.

Related CACREP 2016 Standards

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - a. history and philosophy of the counseling profession
 - b. 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.
 - d. the role and process of the professional counselor advocating on behalf of the profession.
 - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
 - f. professional counseling organizations, including membership benefits, activities, services to members, and current issues.
 - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
 - i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
 - l. self-care strategies appropriate to the counselor role.
2. SOCIAL AND CULTURAL DIVERSITY
 - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
 - e. the effects of power and privilege for counselors and clients

Section 5 C: Clinical Mental Health Counseling

1. FOUNDATION
 - a. history and development of clinical mental health counseling

2. CONTEXTUAL DIMENSIONS
 - a. roles and settings of clinical mental health counselors.
 - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
 - l. legal and ethical considerations specific to clinical mental health counseling

COURSE INSTRUCTIONAL METHODS

This course employs a range of instructional methods to promote high-quality learning. Methods may include the use of (a) small-group and whole-class discussion; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) role-plays and/or simulations.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments:

Assignment	Points Possible	Due
<p>Class Participation: Please refer often to the rubric for participation for guidelines on how you will be assessed in this area. See rubric at end of syllabus.</p>	15	ongoing
<p>Self of the Counselor Project: Part I Developing multicultural and social justice competence as a counselor depends largely on counselors’ self-awareness and examination of themselves as cultural beings, shaped by individual and group identities, power, privilege, oppression, within the various socioecological contexts in which we exist. For this class, you will engage in a 2-part project to help illuminate your awareness of your own personhood as a counselor. The parts are explained in detail in the sections below. Each part will be graded separately, but will contribute to the project in total. Be sure to use the headers given below to organize your paper. Use APA 7th edition formatting to acknowledge any content that comes from another source. No title page is needed.</p> <p><u>SELF:</u> Create a 15-20-minute video narrative that captures the layers of your identities outlined in the Jones & McEwen (2000) article. Part I will include</p>	25	10/12

the video narrative, a visual representation of these dimensions of identity, and a reflection of the process.

Video Narrative:

Address the following prompts in your narrative based on how you feel currently, at this moment in time/place/space:

- A. Core identities –Core aspects of yourself are those that Jones & McEwen (2000) describe as “somewhat protected from view”, and may include things like your values, personal attributes, or characteristics. Name a few words that describe your “core” sense of self. Briefly discuss how these words describe you. Discuss how those core aspects of you became central to who you are.

- B. Dimensions of Social Identities (from Jones & Abes, 2013)– Name 5-7 social identities that you hold (e.g. race, ethnicity, culture, gender, sexual orientation, country of origin, dis/ability, religion, class), and describe their placement on the Model of Multiple Dimensions of Identity from the article (Jones & McEwen, 2000). Draw a diagram of the placement of your identities and show it in the video. Discuss what you notice about these social identities. Do you experience any of them as intersecting? How did you become aware of these social identities? What social identities are missing? In what ways do power, privilege and oppression influence the salience of the social identities you selected?

- C. Contextual Aspects– Discuss a few outside contexts that have impacted your identity construction the most. Include some sociocultural conditions (e.g. racism, sexism, classism, ableism, privilege, access), aspects of family and cultural background, and current life experiences that impact your sense of identity.

Narrative Reflection Statement: You will include a brief reflection at the end of your video summarizing your experiences. You may reflect on any aspect you choose, but be sure to include reflections to the following prompts:

1. What was this experience like for you?
2. What were your most important learnings?
3. What emotions did you experience?
4. What was the most difficult part for you? The easiest?

TURN IN:

Share Video Narrative with your instructor on Google Drive. Nothing is turned in on Moodle for this part.

<p>Self of the Counselor Project: PART II:</p> <p><u>OTHERS:</u> Reflect on others’ contributions to your success or development. Using the prompts below, write a 3-4 page paper detailing how these contributions have helped you get to where you are today. Spend equal amounts of space in your paper on each section.</p> <p>A. <i>Groups: Social & Political Movements</i> – What social and political movements have significantly contributed to your civil rights, personal safety, health, wellbeing, access, or your right to exist? How have Specifically, how have these movements contributed to these aspects of your personhood? Use specific examples.</p> <p>B. <i>Individuals: Significant Advocates/Mentors/Teachers</i> – Reflect about 2-3 individuals who have played significant roles in your development as a person. Write this section as if you were writing this to them (use their names, or a pseudonym and use the pronoun “you”). Say how and why these individuals have positively contributed to your development in some way. Be specific. Use examples.</p> <p>TURN IN: You will turn this paper in on Moodle. Use APA 7th edition formatting to cite if content comes from another source. No title page necessary.</p>	25	10/26
<p>Professional Development Paper: This paper is to help you begin developing yourself as a burgeoning counselor. Part of your development is to engage with current counseling literature as you formulate your professional identity. For parts A-C, choose 3 articles in professional counseling journals to help you formulate your thinking. You can find a list of counseling journals here: https://www.counseling.org/publications/counseling-journals. One article should be about counselor identity in general, one should be about a particular population or populations you want to work with, and one should be about a current issue impacting our profession. You will develop a preliminary wellness plan for yourself in Part D.</p> <p>Write a 4-6 page paper, answering the following questions, referencing the articles to show your integration of the content:</p> <p>A. <i>Professional Identity:</i> What resonates for you about the article about counselor identity. What does being a counselor mean to you? What role do your personal values play? What are some of your career goals for yourself? Discuss any settings or specialized areas of interest you have.</p>	25	11/16

<p>B. <i>Populations of Interest</i>: What were some important learnings from your article about your population/s of interest? What are some issues facing this population, and what are some advocacy needs this group might have? Why do you want to work with this population? What role might your own sociocultural locations play in your desire to work with your population of interest? Leaning on your own strengths, discuss 2-3 ways you could participate in advocating for this group in your role as counselor?</p> <p>C. <i>Current Issues</i>: What current issue/s did your article discuss that impacts our profession? What made you select that article? Why do you think this issue is important to focus on? How do you see this issue showing up in your future work as a counselor?</p> <p>D. <i>Wellness and Engagement Plan</i>: Looking forward to the next few years, discuss a few ways in which you will maintain your ongoing presence and engagement in your counseling training here, while</p> <p>TURN IN: You will turn this paper in on Moodle. Paper must be in APA 7th edition format, including title and reference pages (page limit does not include the title and reference page).</p>		
<p>12-Step Meeting Reflection Paper: Students are required to attend a minimum of four meetings of a variety of 12-step groups in the community. See handbook for further info on this requirement: https://graduate.lclark.edu/departments/counseling_psychology/mental_health/masters_degrees/evaluations_forms_handbooks/ One of these meetings needs to be attended while you are enrolled in this class. Attending these meetings is important to develop a basic understanding of addiction and the role of community-based, 12-step groups that serve as client supports. As a result, students will also be able to provide basic information to clients about how to contact 12-step groups, provide insight on group expectations, and help clients best prepare for the meetings.</p> <p>After you attend a 12-step meeting, prepare a 1-page, single-spaced summary of the 12-step group meeting attended. The summary should include: (a) the group type, (b) address/location, and time of meeting, (c) your personal reactions and feelings you had as a result of attending the meeting, and (d) discussion knowledge gained by attending the meeting.</p> <p>TURN IN: You will turn this paper in on Moodle. This is not an APA paper.</p>	10	11/30

Additional Requirements (not graded, but required to pass class)		
By 11/9: Must have met with advisor and possess signed advising form By 11/16: Initiate background check	0	Various dates

B. Grading (points):

94-100	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	70-73	C-	0-59	F

C. Course Expectations:

Assignments: All assignments are due by 11:59 pm on the due date. Late assignments will generally not be accepted. Assignments will lose 5% of the points for each day late unless an extension is approved in advance, or a disability accommodation plan is already in place. All assignments must be successfully completed to pass the class. All written work is to be typed, double spaced, and adhere to APA style 7th edition guidelines unless otherwise stated.

Attendance: Class attendance is expected and required as stated in the student handbook. Any excused, missed class time will be made up by completing extra assignments/activities designed by the instructor. Missing more than 10% 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 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.).

Readings and Discussion: All assigned readings are to be completed prior to the beginning of class. There are many ways you can work to make this class fun and engaging. This class is often discussion-based, so please do all the reading to the best of your ability. I want you to interact with the texts and come with informed opinions, so perhaps highlight, and take some notes, and find connections with your personal experiences and others'. Fun and engaging discussions also depend on your willingness to take risks, which will help cultivate a climate of openness and intellectual humility.

Professional Behavior & Ethics: Students are expected to conduct themselves in an ethical and professional manner as outlined in the program's handbook and "Professional Qualities Evaluation" document. Students' behavior in class should be consistent with the role of a professional counselor who is operating outside of a clinical context (e.g. not with clients). Students must adhere to the current *ACA Code of Ethics* at all times.

Notice to Students Regarding Disabilities, Mental Health Crises & Medical Emergencies:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in Albany Quadrangle ([503-768-7192](tel:503-768-7192)). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Your academic success in this course and throughout your college career depends heavily on your personal health and well-being. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficult concentrating and/or lack of motivation. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable.

Lewis & Clark College services are also available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via:

https://www.lclark.edu/offices/counseling_service/

https://www.lclark.edu/offices/counseling_service/emergency/

Academic Integrity:

The following policy regarding academic integrity is stated in the Student Handbook: “Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.” We expect that all work you complete is your individual work. Please provide citations when your claims come from another source. When in doubt, cite!

Links to Lewis & Clark Graduate School essential policies

Lewis & Clark adheres to a nondiscriminatory policy with respect to educational programs, activities, employment, and admission. We do not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](https://www.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](https://www.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](https://www.lclark.edu/titleIX).

If you have any questions regarding these policies, please speak to your instructor for clarification.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics	Readings Due	CACREP Standard	Assignments Due
Class #1 9/28/22	Introductions, Expectations, & Syllabus Making The Most of Your Training Experiences History of Counseling	<u>Book:</u> <i>Granello & Young (2019), Ch 1</i>	1a, Contextual Dimensions: C.1a	
Class #2 10/5/22	What Do Counselors Do Where Do Counselors Work Guest Speaker: Dr. S. Kent Butler, Past President of ACA	<u>Book:</u> <i>Granello & Young (2019), Ch 2, 9</i>	1b, 1d, Contextual Dimensions: C.2a	
Class #3 10/12/22	Counselor Training, Professional Organizations & Regulation (Licensing) Counselor Self-Awareness & Cultural Identities Self of the Counselor	<u>Book:</u> <i>Granello & Young (2019), Ch 3</i> <u>Articles:</u> <i>Jones & McEwen (2000)</i> <u>Other:</u> <i>Review OBLPCT website about how to obtain a license:</i> https://www.oregon.gov/oblpct/pages/index.aspx	1f, 1g 2d Contextual Dimensions: C.2k	Self of the Counselor Project: PART I Due 10/12
Class #4 10/19/22	Integrating Personal & Professional Identity Multicultural & Social Justice Orientation	<u>Book:</u> <i>Granello & Young (2019), Ch 4, 10</i> <u>Articles:</u> <i>Ratts et al. (2015)</i>	1e, 1g 2d, 2e	
Class #5 10/26/22	Overview of Counseling Theories The Counseling Process	<u>Book:</u> <i>Granello & Young (2019), Ch 6, 8</i>	(5a, 5c)	Self of the Counselor Project: PART II Due 10/26
Class #6 11/2/22	Cultural Humility Epistemic Justice Addressing Cultural Difference & Power Disparities	<u>Articles:</u> <i>Lee et al. (2022)</i> <i>Lee & Haskins (2022)</i>	2d, 2e	
Class #7 11/9/22	Research & Assessment in Counseling Research as a Social Justice Endeavor	<u>Book:</u> <i>Granello & Young (2019), Ch 7, 11</i>	(8a)	
Class #8 11/16/22	Ethics & Decision Making	<u>Book:</u> <i>Granello & Young (2019), Ch 12</i>	1i Contextual Dimensions: C.2l	Professional Orientation Paper Due 11/16
Class #9 11/30/22	Counselor Wellness & Sustainability	<u>Book:</u> <i>Granello & Young (2019), Ch 13</i>	1l	
NO CLASS 11/23/22				
Class #10 12/7/22	Future Directions Closing Activity	<u>Articles:</u> <i>Rollins (2021)</i>	1b	12-Step Meeting Reflection Paper Due 11/30

Class Participation Rubric

AREA	DISTINGUISHED (3)	PROFICIENT (2)	EMERGING (1)	UNACCEPTABLE (0)
Frequency (3 pts)	Initiates contributions (in small or large group) more than once in a class period	Initiates contributions (in small or large group) once per class period	Initiates contributions occasionally (in small or large group), but not necessarily each class period	Rarely, or does not contribute during class
Preparation (3 pts)	Arrives fully prepared at every session; Reading completed and prepared to discussion level	Arrives mostly prepared at class sessions; Reading mostly completed or prepared to discussion level	Arrives occasionally prepared at class sessions; Reading often not completed or prepared to discussion level	Rarely, or does not prepare or complete readings
Engagement (3 pts)	Consistently builds on others' comments and advances the level and depth of the dialogue	Occasionally builds on others' comments and sometimes advances the level and depth of the dialogue	Infrequently builds on others' comments or rarely advances the level and depth of the dialogue	Rarely, or does not build on others' comments
Contributions (3 pts)	Willing to be unsure or risk partially formed ideas Comments insightful & constructive Thoughtful criticisms or contributions	Comments mostly thoughtful, insightful & constructive Occasionally risks partially formed ideas	Comments sometimes constructive, with occasional signs of insight Usually does not risk partially formed ideas	Comments rarely, or comments not relevant to discussion
Self/Other Awareness (3 pts)	Is mindful of classroom dynamics Balances frequency of own comments with others Actively creates space for quieter students, or helps bring out others Shows frequent verbal appreciation for others in learning community	Often mindful of classroom dynamics Sometimes balances frequency of own comments with others Occasionally creates space for quieter students, or helps bring out others Shows occasional verbal appreciation for others in learning community	Infrequently mindful of classroom dynamics Difficulty balancing frequency of own comments with others Dominates class discussion, or interrupts others	Disregards classroom dynamics Frequently shuts down other students, or otherwise creates a hostile classroom environment for others