

MHC 503: Introduction to Counseling & Social Justice
Rogers Hall 220 / Mondays 5:00pm – 8:00pm
Fall 2023 – 2 credits

INSTRUCTOR Krystal Marcinkiewicz, MA, LPC, LMHC
Adjunct Professor - *she/her/they*
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Office hours: Appointment only via zoom or in-person

REQUIRED TEXTS + ADDITIONAL REQUIRED AND RECOMMENDED READINGS

Required Text: Granello, D. H. , & Young, M. E. (2019). Counseling today: Foundations of professional identity. New York, NY: Pearson.

Students are also required to obtain and bring a current copy (electronic or paper) of:

- The most current ACA Ethical Guidelines (2014)
- 2023-2024 PMHC/PMHC-A Student Handbook

Additional articles, chapters, and other materials will be used during the course. These materials will be made available electronically or via hard copy handout(s) throughout the semester.

Required Readings (All copies can be found on Moodle: moodle.lclark.edu): Each week there will be both text and electronic readings due. Please read the materials ahead of the class and come prepared to discuss them. Readings will be added to Moodle one week prior to class at the latest, please be sure to check back weekly.

Recommended Readings: On Moodle there may also be suggested readings and additional resources. They are marked as suggested materials and are not required for the course.

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.

Instruction methods including but not limited to:

- Lecture, small and large group discussion, course readings, individual presentations, video learning.

OBJECTIVES:

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 inter-organizational 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

COUNSELING, THERAPY, AND SCHOOL PSYCH DEPARTMENT ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time (i.e., 1.5 hours for a 15 hour class; 1 credit) may result in failure to complete the class. 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.

Our class will also follow the COVID-19 mitigation policy. The most current version of this policy can be found at: <https://college.lclark.edu/student-life/-our-departments-/student-rights-responsibilities/COVID/>

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (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.

Please do not hesitate to contact me directly if you have questions or concerns regarding accommodations you might need in this course.

ZOOM Classes

In the event that we need to have a portion or an entire class by Zoom, please follow the guidelines below. I will have the Zoom sessions open 15 minutes prior to class start time, please come early to hang out with each other! Focus and participation in class is expected just as it would be if we were in person. Please do not engage in other activities during class time that are unrelated to the class activity. This is not a passive learning course, it's interactive and group oriented. When your classmates are speaking, they will appreciate being able to see that you are listening. Attending to your non-verbal behaviors online (smiles, nods, eye contact) contributes to everyone feeling like a part of the community. It is expected that the default is for you to have your camera on during class except for brief periods as needed (e.g. eating), or if you make arrangements with me in advance. Zoom links will be posted on the class Moodle page.

Online Class Expectations and Norms for Synchronous class meetings:

- Log on to Zoom at least 5-10 minutes in advance in case of any technical or logistical issues and also to enable the assignment to breakout groups prior to the beginning of class.
- If you'd like to add your pronouns to your Zoom window, write them next to your name in your profile.
- Locate yourself in a place with little to no background noise and disruption.
- Turn your camera on unless you've spoken with your instructor about camera use.
- Make sure there is adequate lighting so that you can be seen.
- Use headphones/earbuds if needed to minimize background noise.
- Decide how you will take notes while keeping Zoom screen open.
- Remain on mute unless speaking or otherwise instructed.
- If you are having technical difficulties, or know you will be late, make sure to send an email to the professor BEFORE class begins.
- Be aware of issues involving confidentiality, especially for practicum and internship.
- Any pets or young children that interrupt should be introduced; you are encouraged to call them your colleague. 😊

Assignments and Grading

1. Classroom Discussion, Activities and Participation (25 points) 10/30

This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class to participate in lecture, group discussion, and activities exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting. Simply attending class is not sufficient for full credit in class participation. *Students are allowed one excused absence. Further absences will result in a loss of attendance points for the course. Refer to department policy above.

2. Term Paper: Social Locations & Professional Interests Paper (50 points) DUE: 10/30

The purpose of this term paper is an introductory exploration into counselor identity, professional interests, and finding professional communities and resources. **APA style double spaced, 12 point font, 1 inch margins. Length 5-7 pages.**

Part I (Social Locations): Describe your interest in the counseling profession and why you are choosing this career field. 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.** You must also write about what you are sensing & thinking as you reflect on the form of art and how it relates to one or more of your social locations. 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 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. (20 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 pages. (15 points)

Part III (Finding Professional Resources): Please look at the American Counseling Association (ACA) and the subdivisions on the ACA website (<http://www.counseling.org>), and 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. (15 points)

3. Support Group Attendance & Reflection (15 points) DUE: 10/15

Upload to both Moodle & Taskstream. [PORTFOLIO REQUIREMENT](#)

You will be required to attend one open support group meeting (e.g., Narcotics Anonymous, Alcoholics Anonymous, SMART Recovery, Al-Anon, Cocaine Anonymous, Marijuana Anonymous, Gamblers Anonymous, Refuge Recovery). You will write up a 1-2 page reflection paper on the experience. This paper does not need to be in APA format but should be well written with proper grammar and spelling.

4. Article Review and Presentation: (15 points)

**** My article will be presented in class on _____ during week # _____.**

You will be given one article that relates to the topics shared in this class. Please read and review and plan a presentation of your choice to share with an overview of what you have read with the class. Presentations should be kept to 15 minutes at most. (10 points)

Articles will be assigned on the first day of class.

5. Wellness Plan (Self-Care & Community Care) (10 points) DUE: 11/13

Upload to Moodle (Plan to share in class w/ your peers). You develop an initial wellness plan to help you intentionally address various domains of your personal and professional life in order to engage meaningfully in your training, attend to your values, and prevent future burnout. You will write up a 2-page written plan. This plan does not need to be written in APA formatting.

NO CREDIT REQUIREMENTS

6. Meet with Your Advisor (Credit/No Credit) DUE: 11/9

Upload First Advisory Meeting Sheet to Taskstream & Moodle

Prior to the end of this class, you will be required to have met with your advisor and completed the First Advisor Meeting sheet. **Please schedule these meeting for the month of October.** You will then upload this form to **Taskstream** as part of your portfolio assignment. Please also submit it to Moodle for this course record

NO CREDIT REQUIREMENTS

7. Background Check (Credit/No Credit) DUE: 11/9 - PROGRAM REQUIREMENT

You are required to initiate the background check to receive your grade for this class; however, no points are awarded. The record itself 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).

COURSE GRADING SCALE

95-100% = A+	77-79% = C+
90-94% = A	74-76% = C
87-89% = B+	70-73% = C-
84-86% = B	≤ 69% = F

80-83% = B

* Divide your total of awarded points by 115 total points possible

Graduate School Policy on Grades:

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you complete the work at an unacceptable level of performance, you will be asked to complete the work again or to complete alternative tasks. Papers requiring revision will receive detailed feedback on changes needed. Alternative assignments will be worked out in discussion with the instructor. Grades of B- or above is considered acceptable performance for the class.

Satisfactory Academic Progress

Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C- , a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their programs and notified of this action.

Minimum Passing Grade

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

CLASS STRUCTURE AND SCHEDULE

**This instructor reserves the right to alter the course structure as needed.

<u>Week/Date</u>	<u>CACREP Standards</u>	<u>Topic</u>	<u>Readings & Assignments DUE</u>
Week 1: 9/11/23		Introductions, syllabus review, expectations, general overview time & chapter review	Granello & Young Ch. 5 Check Moodle for additional readings
Week 2: 9/18/23	1a, C1a, 1b, C2a	History of counseling, role of counselor and interdisciplinary work	Granello & Young Ch. 1,2 & 9 Check Moodle for additional readings
Week 3: 9/25/23 *ZOOM CLASS	1f, 1g, C2k	Becoming a counselor, development of counselor identity, trainings, responsibilities, licensure, regulations	Granello & Young Ch. 3 & 4 Check Moodle for additional readings
Week 4: 10/2/23		The counseling process, session work, the role of assessment	Granello & Young Ch. 8 & 11 Check Moodle for additional readings
Week 5: 10/9/23 *Instructor Absence* Learning TBD	1a, 1d	Counseling Theories, Frameworks and the role and use of research	Granello & Young Ch. 6 & 7 Check Moodle for additional readings Support Group Attendance Reflection Paper Due by 10/15/23
Week 6: 10/16/23	2d, 1e, 2e	Social Locations, Cultural Identities, Multicultural and Social Justice as an Orientation	Granello & Young Ch. 10

			Check Moodle for additional readings
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Week 7: 10/23/23	1e, 2e	Power, Privilege, and Oppression in mental health services	Granello & Young Ch – NONE Check Moodle for additional readings
Week 8: 10/30/23	1i, 2c1	Counselor Ethics and decision making	Granello & Young Ch. 12 Check Moodle for additional readings <i>Social Locations & Professional Interests Paper Due 10/30/23</i>
Week 9: 11/6/23	1d, 1l	Counselor wellbeing and sustainability; Self Care & Community Care; Finding Joy; Burnout prevention	Granello & Young Ch. 13 Check Moodle for additional readings <i>Background check and Advisor meeting due by 11/12/23</i>
Week 10: 11/13/23 *FINAL CLASS		Trends in the field; Counselors as Advocates, Change Makers; Celebration!	Granello & Young Ch. 14 Check Moodle for additional readings

			Wellness Plan Due 11/13/23
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