
LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
Department of Counseling Psychology
Professional Mental Health Counseling-Addiction

MHCA 570: Capstone
Seminar in Critical Issues for the Professional Mental Health and Addiction Counselor

Time & Day: 530P-830P
Class Room: John R. Howard Hall, Room 202
Instructor: Kathleen Tomlin, MS, LPC, CADC-3
Office Hours: Vary
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CATALOG DESCRIPTION

This course is the final course in the PMHC-A sequence and will be taken during the last year of study in the program. The course will address key issues of importance to new professional mental health and addiction counselors entering the field.

COURSE DESCRIPTION

The course will be presented in a seminar format and address issues related to the roles and responsibilities of new professionals. Topics to be addressed include licensure and certification as professional mental health and addiction counselors, the role and importance of a social justice perspective, especially issues related to diversity, identification and awareness of critical emergent issues, ethical conduct, counselor self-care, and engagement and advocacy for the field.

Class activities will primarily be an open discussion format and organized around specific topic areas that will be identified, researched, and presented by students. Critical areas of common interest to all participants will be addressed throughout the course and other topics of interest will be focused upon as needs and interests are presented. Issues directly related to the importance and awareness of social justice and diversity as it is presented in the counseling experience will be addressed throughout the course..

Class discussions will provide each student the opportunity for critical evaluation of their own world and theoretical views as it relates to key issues in the field and will be supported by feedback from peers and the course professor. Additionally, the course will serve to integrate the knowledge and experience each student has gained in their studies and clinical training in the PMHC-A program as they prepare to enter the world of the professional mental health and addiction counselor.

COURSE PURPOSE & OBJECTIVES

Provide a thorough understanding of the post-graduate procedures for pursuing licensure and certification as a professional mental health and addiction counselor

An awareness and appreciation of the importance of adherence to ethical professional conduct as represented in current professional standards for professional mental health and addiction counselors

A grounding in a social justice perspective and an awareness of the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, and sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in professional mental health and addiction counseling

A comprehensive knowledge of key issues emerging in the professional mental health counseling and addiction fields; including integration of key evidenced-based counseling practices, engaging clients into care and focus on transitioning post graduate development

Heightened awareness and strategy for professional self-care

An understanding of the importance of professional engagement and advocacy

CACREP COUNSELING OBJECTIVES & STUDENT LEARNING OUTCOMES

II.K.1.b. professional roles, functions, and relationships with other human service providers;

II.K.1.d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

II.K.1.e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

II.K.7.i. ethical and legal considerations.

A2. roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;

A5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.

B2. organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;

CACREP ADDICTION COUNSELING OBJECTIVES & LEARNING OUTCOMES

AC.A.2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.

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- AC.B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.
- AC.B.2. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.
- AC.C.7. Understands professional issues relevant to the practice of addiction counseling, including recognition, reimbursement, and right to practice.
- AC.C.8. Understands the principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events.
- AC.D.3. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
- AC.D.7. Demonstrates the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.
- AC.D.9. Demonstrates the ability to recognize his or her own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.
- AC.F.2. Advocates for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions.
- AC.K.4. Understands the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations.

Suggested Texts & Readings

The following material will be utilized in the course. No expectation to purchase these books and materials. It will be at the discretion of each student.

Motivational Interviewing, 3rd ED, Miller & Rollnick

Motivational Interviewing Treatment Integrity, v. 4.1 from CASAA, University of New Mexico

Self-Compassion, Neff

Diagnostic and Statistical Manual, 5th ED.

Moodle

Other course resources 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 Damian Miller at dpm@lclark.edu or 503 – 768-6195.

Ethical Guidelines

Students will obtain and bring current copies of;

ACA Ethical Guidelines (<http://www.counseling.org/Files/FD.ashx?guid=ab7c1272-71c4-46cf-848c-f98489937dda>)

Ethical Standards of Alcoholism and Drug Abuse Counselors of the State of Oregon
(<http://accbo.com/ethics.php>)

Assignments

1. Attendance at each class. (43 Points)
2. Positive class participation (50 Points)
3. Participation on a co-teaching team (10 Points)

Grading

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

Weekly Course Activities

❖ Licensing and certification procedures
❖ PMHC-A program evaluation
❖ Finding a job
❖ Self care plan
❖ Social justice & diversity
❖ Being a professional: ethics, engagement, advocacy
❖ Teaching and Mentoring
❖ What is addiction and recovery?
❖ Treatment planning
❖ DSM V

Date	Class	Topics	Assignment
4-1	1	Course review; MI evaluation and practice	Attendance / + Participation
4-8	2	Integration of DSM-V and Self-Compassion	Attendance / + Participation
4-15	3	My professional plan	Attendance / + Participation
4-22	4	PANEL	Attendance / + Participation
4-29	5	Interview Practice and Potluck	Attendance / + Participation

Laptops and Cell Phones

Due to the experiential nature of the class laptops may be used only when designated by the instructor. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Laptops and cell phones may of course be used on breaks. Please come prepared to take hand written notes. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.

Non-Discrimination Policy/Special Assistance

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

Participation in the Learning Community

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please email the instructor at least several hours prior to class.

CPSY Departmental 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 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.

If you miss a class, you have the following options to make-up the class;

- ❑ Make an oral presentation to the entire class by participating on a teaching team.
- ❑ Discuss your attendance with the instructor for other options to make-up the class.
 - research the class missed and present your findings in writing to instructor
 - talk to other students in the class and write a two-page reflection paper

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- create an approved project that addresses your overall impression of this class and how it fits into your graduate program.

Special Assistance

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.