

**Lewis & Clark College, Professional Mental Health Counseling Program
MHC 503 / MHCA 502: Introduction to Professional Counseling/
Introduction to PMHC-A Syllabus Cover Sheet**

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/interorganization 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
- 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.

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	Is able to identify 1-3 social locations and the impact on personal	Attempts to explore worldview, struggles with understanding concept of social location or lacks self reflectivity AND	Is unable or unwilling to explore own worldview	Self as Counselor: Demonstrates awareness of their values, worldview,

Student uploads paper	experience and worldview. Exceeds	experience and worldview. Meets	unable to complete revision after feedback Fails to meet	Fails to meet	and social locations in self and client
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/major 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 /attends 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					
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					
ACA Advocacy Competency Assignment		Knows the ACA advocacy competencies and their purposes Met/Not met			Professional Identity: Knows the ACA advocacy competencies and their purposes
Student uploads assignment					

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. 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 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 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		All Score : 2	One or more scores of 1	One or more scores of 0	Multicultural Competence: Respect for others

MHC 503--Introduction to Professional Counseling—Fall 2015

Stella Beatriz Kerl-McClain, Ph.D.
Rm 328 Rogers Hall
503-768-6077 (office)
503-841-0333 (cell)
sbk@lclark.edu

Office hours:
Mon. 12:30-3:00
Wed. 12:30-1
and other times as arranged by email

Office hour appointments must be scheduled with me in advance and confirmed. This means I have replied to your emailed request with an invitation for a meeting on Google calendar.

Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings, site visits or other appointments during those times.

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 Readings: 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.

Links to additional required reading will be posted to Moodle

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

Class Assignments/Grading

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.**

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 diversity 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.**

Social Locations 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: 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**. 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. Write

a summary paragraph about something new you learned about your area of interest. *Paper: 50 points each part – Total 100*

History of Counseling: Class work creating a history of counseling timeline. *Timeline: 25 points*

Power, Privilege, and Difference Experience: Spend 4 hours in an experience where you are **interacting with people different from you**. 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) *P, P & D Experience Paper/discussion: 100 points*

12-Step Meeting

Attend a minimum of one 12-step meeting as required for your portfolio. Write one page summary. *12-step Attendance: 25 points*

Portfolio

Professional Counselor Development Portfolio, *50 points*

Advocacy group project

Review the advocacy competencies with your group, then write up a plan for an intervention that is realistic and doable for each advocacy domain. Be as specific as you can.

Self-care plan

Identify areas of personal/professional stress in your life and write a plan for self-care while you are in the PMHC program.

Background Check

A background check is required to receive a grade in this course. 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

Paper (2 part)	100
Timeline	25
Power, P & D experience/Paper	100
12 Step Meeting Attendance	25
Professional Dev. Portfolio	50
Advocacy plan	50
Self-care plan	<u>50</u>
	400

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

Check Moodle page daily for course schedule, reading and due dates!