

**Lewis & Clark College**  
**Professional Mental Health Counseling & PMHC Specialization in Addictions**  
**MHC 503 Introduction to Professional Counseling and Social Justice**  
**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

## Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	X
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	X
Creating a timeline, website scavenger hunt, role-play conference	

## 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.

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail
CACREP: 2.F.2 Social & Cultural Diversity					
PO. 4.1: Demonstrates awareness of their values, worldview, and social locations in self and client	MHC 503: Social Locations Paper  Student uploads paper	Is able to identify multiple social locations and the impact on personal experience and worldview.  Exceeds	Is able to identify 1-3 social locations and the impact on personal experience and worldview.  Meets	Attempts to explore worldview, struggles with understanding concept of social location or lacks self reflectivity AND unable to complete revision after feedback  Fails to meet	Is unable or unwilling to explore own worldview  Fails to meet
Professional Identity					
CACREP 5.C:CMHC					

PO 6.3 Understands philosophy of mental health profession,	MHC: 503 Professional Orientation Paper Student uploads 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					
CACREP 5.C:CMHC					
PO 6.2 Understands history of the mental health counseling	MHC 503: History timeline activity Student uploads photo of poster		Creates history poster with timelines/maj or events  Met/Not met		Fails to complete assignment
Professional Identity					
CACREP 5.C:CMHC					
PO 6.5: Demonstrates Understanding of roles & functions of mental health counselor	503/MHCA502 Roles and Functions assignment or test Student uploads assignment	90-%100	80-89%	70-79%	
Ethical Practice					
CACREP 2.F.1: Professional/Ethical 5.C:CMHC					
PO 7.1 Ethical Practice: Understands, and follows ethical standards	Signs Ethics Agreement/att ends lecture Student Uploads agreement		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					
5.C:CMHC					
PO 6.6 : Shows engagement & pride in the counseling profession	ACA website scavenger hunt Student Uploads assignment	Joins ACA and/or other counseling professional organizations	Demonstrates knowledge of ACA  Met/not met		Fails to complete assignment
Social Justice and Advocacy					
CACREP 2.F.1: Professional/Ethical					

PO 8.1: Knows the ACA advocacy competencies and their purposes	ACA Advocacy Competency Assignment		Knows the ACA advocacy competencies and their purposes		
	Student uploads assignment		Met/Not met		
Self as Counselor					
CACREP 2.F.1: Professional/Ethical					
PO 4.3 : Maintains self care	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
	Student uploads assignment		Met/not met		

Self as Counselor		Items		Benchmark	Emerging	Inadequate/Fail
CACREP 2.F.5 Counseling & Helping Relationships 2.F.2 Social & Cultural Diversity						
PO 4.2: Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.	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
	Instructor Completes					
Self as Counselor						
CACREP 2.F.1: Professional/Ethical Dispositions						
PO 4.5 Self As Counselor: Openness to supervision		Professional Responsibility Item 3 Maturity and Attitude Item 4: Social/Self	Seeks supervision from faculty, supervisors and peers. Utilizes	Complies with suggestions, requests and directives from faculty and	Responds to supervision from faculty and supervisors reluctantly, has difficulty with	Refuses supervision or fails to comply with supervisor requests and

		Awareness Item 3	supervision to grow and develop.	supervisors All Score:2	feelings of defensiveness One or more Score:1	directives One or more Score:0
Multicultural Competence						
CACREP 2.F.1: Professional/Ethi cal Dispositions 2.F.2 Social & Cultural Diversity						
PO 5,2 Multicultural Competence: Respect for others		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

## **MHC 503 Introduction to Professional Counseling and Social Justice** **2 credits Thursdays 9:15-12:15**

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Office hours:  
Wed. 12:30-2:45  
Thurs. 12:30-2:45  
and other times as arranged

### Course Text:

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

Additionally, there will be links to readings posted *weekly* to Moodle

### **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**

*Note: 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 (x7156). 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.*

### **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.

ALL ASSIGNMENTS IN THIS COURSE will be uploaded to Taskstream.

### **Class Assignments/Grading:**

1. 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.

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 be asked to develop your own questions for discussion, 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.**

2. ACA Website scavenger hunt (10%): Complete the group scavenger hunt in class. Each student will upload a copy of the handout to Taskstream.
3. Roles and functions reflection (10%): Imagine yourself as a counselor in the future. Given the roles and functions of counselors identified in the text, and given your own social location, what do you see yourself doing in the future as a counselor? (1 page maximum)
4. 12 Step Meeting (10%): Attend a minimum of one 12-step meeting as required for your portfolio. Write one page summary of your experience.
5. History of Counseling Timeline (10%). Create a timeline with group members and give a brief explanation of your work the class.
6. Power, Privilege, and Difference Experience (25%): 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: Examine honestly your interest and comfort in interacting with people who are different from you. 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. 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.

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

## 7. Two Part Paper:

Part I Social Location (15%): 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. Upload to Taskstream

Part II: Professional Interests (10%): Look at the ACA divisions and choose one that is most related to your professional interests. Find the journal associated with that division and find at least one article specifically related to your professional interest. After reading the article, find two more articles related to the topic from other sources. List articles in APA style and write 3-4 sentences summarizing and reviewing each article. Lastly, write a summary paragraph about something new you learned about your area of interest. Upload the summaries/reviews and summary paragraph to Taskstream.

6. Self Care Plan (required but no points): Create a Self-Care Plan with your group; upload your plan to Taskstream (no course points, required for program)
7. Portfolio: the full portfolio is due mid-semester in your semester prior to practicum, but 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, an ARP will most likely be convened.
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:** This course is graded using grade points from 1 to 4 that are weighted by the percentage of the assignment. This is in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook ([http://www.lclark.edu/graduate/student\\_life/handbook/registration\\_policies/index.php#system](http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)) and is the point equivalent of that grading scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, F = 0.0).



**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. Generally, changes will be made within one week or will be discussed in class..**

**Week 1: September 7**

Topic: Introductions, Ethics (CACREP 1I, C21)

**Week 2: September 14**

Topic: What is a counselor? Becoming a Counselor/Counselor Identity (CACREP 1b, C2a)

Counseling Training and Regulation/Licensing (CACREP 1f, 1g, C2k)

**Week 3: September 21**

History of the Profession (CACREP 1a, C1a)

Due: Roles and Functions paper (upload it to Taskstream)

Due: History timeline completed during class time, with group

Due: Power, Privilege, Difference experience approval paragraph

**Week 4: Sept 28**

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

Topic: Personal/Professional Identity (CACREP 2d)

Due: Website scavenger hunt

**Week 5: October 5**

Topic: Power, Privilege and Oppression

**Week 6: October 12**

Topic: Power and Oppression in Mental Health Services (CACREP 1e, 2e)

DUE: Social Location and Professional interest paper

**Week 7: October 19**

Topic: Privilege and Advocacy Competencies (CACREP 1d, 1l)

**Week 8: October 26**

Topic: Privilege and Advocacy (cont)

Due: Reflection paper from PPD experience, share experience with class

**Week 9: November 2**

Topic: Self-Care

Due: Background check documents

**Week 10: Nov 9**

Topic Self Care (cont)

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