

**Lewis & Clark College**  
**Professional Mental Health Counseling - MHC 503**  
**Introduction to Professional Counseling**  
**Professional Mental Health Counseling – Specialization in Addictions - MHCA 502**  
**Social Justice Introduction to PMHC-A 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

**Key Required Assignments/Student Learning Outcomes**

**The assignments listed are required for the course, but may not be the only requirements or expectations. The chart below lists the assignment, method of submission, and benchmark score or grade. The assignments are required to be uploaded into Taskstream. The instructor will provide a rating or grade in Taskstream for the assignments. See the syllabus for details.**

|  | <b>Proficient<br/>(A)</b>   | <b>Benchmark<br/>(B)</b>   | <b>Emerging<br/>(C)</b>   | <b>Inadequate/<br/>Fail</b>  | <b>Program Objective</b>   |
|--|---|--|---|--|--|
| <b>MHC 503:<br/>Social Locations<br/>Paper</b>                                       | Is able to identify multiple social locations and the impact on personal experience and worldview.<br><br>Exceeds | Is able to identify 1-3 social locations and the impact on personal experience and worldview.<br><br>Meets     | Attempts to explore worldview, struggles with understanding concept of social location or lacks self reflectivity AND unable to complete revision after feedback<br><br>Fails to meet | Is unable or unwilling to explore own worldview<br><br>Fails to meet | Self as Counselor:<br>Demonstrates awareness of their values, worldview, and social locations in self and client |
| <b>Taskstream Upload</b>   |   |  |   |  |  |
| <b>MHC 503:<br/>Professional<br/>Orientation Paper</b>                               |   | Outlines career goals and identifies one or more areas of specialty focus, uses ACA journals<br>Grade: min 80% | Outlines career goals/interests<br>Fails to use ACA journals<br>Grade below 80%   | Fails to complete assignment   | Professional Identity<br>Understands philosophy of mental health profession,                                     |
| <b>Taskstream Upload</b>   |   |  |   |  |  |
| <b>MHC 503:<br/>History timeline<br/>activity</b>                                    |   | Creates history poster with timelines/major events<br><br>Met/Not met  |   | Fails to complete assignment   | Professional Identity:<br>Understands history of the mental health counseling                                    |
| <b>Taskstream Upload photo of poster</b>   |   |  |   |  |  |
| <b>MHC 503:<br/>MHCA 502:<br/>Roles and<br/>Functions<br/>Assignment or<br/>Test</b> | 90-%100   | 80-89%   | 70-79%  |  | Professional Identity:<br>Demonstrates Understanding of roles & functions of mental health counselor             |
| <b>Moodle Upload Assignment</b>  |   |  |   |  |  |

|                                   |   |  |   |  |   |
|-----------------------------------|---|--|---|--|---|
| <b>Sign Ethics Agreement</b>      |   | Participates in class for ethics review and signs ethics agreement/make-up for missed class required |   | Fails to complete make-up assignment if class missed | Ethical Practice: Understands, and follows ethical standards                  |
| <b>Attend Lecture</b>             |   | Met/not met  |   |  |   |
| <b>Moodle Upload Agreement</b>    |   |  |   |  |   |
| <b>ACA Website Scavenger Hunt</b> | Joins ACA and/or other counseling professional organizations  | Demonstrates knowledge of ACA  |   | Fails to complete assignment                         | Professional Identity : Shows engagement & pride in the counseling profession |
| <b>Moodle Upload Assignment</b>   |   | Met/not met  |   |  |   |
| <b>Self-care Plan</b>             | 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  |
| <b>Moodle Upload Assignment</b>   |   | Met/not met  |   |  |   |

|   | Items                               |   | Benchmark   | Emerging   | Inadequate/Fail  | Program Objective   |
|---|-------------------------------------|---|---|--|--|---|
| <b>Professional Qualities Evaluation: Critical Items</b>              | 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 | Demonstrates self-awareness, emotional stability, and willingness to address/mediate problems. | 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. |
| <b>Note: Other low PQE items may result in referral to BRC or ARC</b> |                                     |   |   |  |  |   |
| <b>Instructor Completes</b>   |                                     |   | All Score: 2  | One or more Score: 1   |  |   |

|  |   |  |  |  |   |   |
|--|---|--|--|--|---|---|
|  | Professional Responsibility Item 3<br>Maturity and Attitude Item 4:<br>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<br>All Score:2 | Responds to supervision from faculty and supervisors reluctantly, has difficulty with feelings of defensiveness<br>One or more Score:1 | Refuses supervision or fails to comply with supervisor requests and directives<br>One or more Score:0 | Self As Counselor:<br>Openness to supervision   |
|  | Responsibility Item 5, Integrity Items 3,4,5<br>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.<br>Integrity Items 3,4,5<br>Respect for others |  | All Score : 2  | One or more scores of 1  | One or more scores of 0   | Multicultural Competence:<br>Respect for others |

**Methods of Instruction for this Course**

| <b>Instruction Method</b>      | <b>Mark All That Apply</b> |
|--------------------------------|----------------------------|
| 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                     | x                          |
| Debate                         |                            |
| Class Visitor / Guest Lecturer |                            |
| Off-Campus / Field Visit       | x                          |
| Other:                         |                            |

**Lewis and Clark College**  
**Graduate School of Education and Counseling**  
**Department of Counseling Psychology**

**Introduction to Professional Counseling and Social Justice**  
**MHC 503, Section 1 – Wednesdays – 1:00 – 4:00 p.m.**  
**MHC 503, Section 3 – Wednesdays – 5:30 – 8:30 p.m.**

Nathaniel Brown, Ph.D., CSWA  
503-768-6096

[nbrown@lclark.edu](mailto:nbrown@lclark.edu)

Office Hours: Schedule appointment via e-mail.

**Course Textbooks and Articles**

**Texts:**

Nassar, S.C. & Niles, S.G. (2018). Orientation to professional counseling: past, present, and future trends Concepts. Alexandria: American Counseling Association.

**Moodle:** Other readings 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](mailto:consult@lclark.edu) or Graduate School Information Technology (IT) liaison (View the IT site on the LC website).

**American Counseling Association Ethical Guidelines:**

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

**Catalog Description:**

Basic theoretical assumptions of the counseling profession; an overview of its historical roots, social, cultural contexts, types of practice, ethical principles, and professional orientation.

**Course Objectives:**

**See syllabus cover sheet**

**Student Learning Outcomes/Key Required Assignments:**

See syllabus cover sheet for details. All students are evaluated in classes and across the program to demonstrate competency in the Program Student Learning Outcomes. Each course will have a cover sheet that explains the assignments that will become part of your overall assessment. Also see **PMHC/PMHC-A Program Handbook** for a full list of expectations and evaluation across the program, assessment methods, and remediation requirements.

**ALL ASSIGNMENTS IN THIS COURSE** will be uploaded in Moodle and Taskstream and are due by 11:30 p.m. on the due date.

**Class Assignments & Grading – All assignments are due by 11:30 p.m. on due date.**

1. **Attendance and Participation:** You **MUST** attend and **PARTICIPATE** in all classes. If an emergency requires you to miss a class or any portion of a class, make-up assignments may be required. The exact content of this make-up assignment will be determined by the instructor. **More than one absence may lead to course failure.**
  
2. **Participation:** Each week there will be an assignment related to course readings. You may be provided questions to consider and be prepared to discuss in class. You may develop questions and there may be an activity to complete for you to share with classmates. You need to be prepared to discuss your 12-step meeting attendance and power/privilege experiences. **View Moodle for guidance and resources.**
  
3. **Roles and Functions Reflection Paper - 10 points:** Consider the roles and functions of counseling covered in your textbook readings and additional assigned or unassigned readings. Type a 1-page, 12 font, double spaced, APA 7<sup>th</sup> edition format reflection about the most appealing roles and functions in counseling.  
**Due September 30, 2020: Upload in Moodle and Taskstream**
  
4. **One 12-Step Meeting (Virtually or Face to Face) - Portfolio Requirement - 25 points:** Participate in one 12-Step meeting virtually or face to face. Type a 1-2 page, 12 font, double spaced, APA 7<sup>th</sup> edition format summary and reflection. Briefly share format of meeting (1 paragraph), reflect on your experience and what you learned. Each person will share their experience in class.  
**Due October 28, 2020: Upload in Moodle and Taskstream**
  
5. **Counseling Historical Timeline in class - 15 points:**  
**Take picture of Poster Board or Use Free Research Poster Template.**  
**Due September 23, 2020: Upload in Moodle and Taskstream.**
  
6. **Power, Privilege, and Difference Experiential Learning Paper - 25 points:**  
The difference experience needs to be approved by the instructor. Please write a one **paragraph description of your activity** and your reason for choosing it and what you hope and expect to learn. Approval Request: **Due September 16, 2020**

This assignment requires students to spend **4 hours** in an experience where you are **interacting with people who are different from you in their visible (seen or perceived), nonvisible (not seen or perceived), and invisible (seen or perceived, but ignored) social locations, beliefs, values, attitudes, biases, assumptions, and culture.** One of the fundamental skills in becoming a counselor is the ability to adopt an attitude of exposure and engagement as you strengthen your interaction with people who are visibly different than you. 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 may have a lot of experience with learning about others while some of you may have very little. Another way to conceptualize this assignment is to imagine that anyone can appear as a client. Who would you be least comfortable counseling? Why? What can you do to increase your cultural humility and competence in working with all clients? Write a 5-page, 12 font, double spaced, APA 7<sup>th</sup> edition reflection paper about the experience describing the activity and what you learned from it about yourself and others. **Due November 11, 2020**

## **Goals of Power, Privilege, and Difference Experiential Learning Paper**

**Goal 1.** Honestly examine your interest and comfort in interacting with people who are different from you. Consider biases, fear, hearsay, stereotype, stigma, etc.

**Goal 2.** Think and decide how much you are ready to “**push yourself**” into discomfort in an effort to build confidence and comfort. It is safe to move in and out of your comfort zone. Think about a muscle that needs to be stretched for improvement. Consider your intrinsic and extrinsic motivation for choosing the profession of counseling. This assignment will help prepare you to engage with your peers, faculty, staff, and future clients. The more you are willing to take a risk and push yourself now, the more you will benefit from the overall PMHC/PMHC-A program.

**Goal 3.** Commit to an attitude of shared and lifelong learning and not “**cultural tourism**” The goal is to *experience*, not merely observe or be a spectator.

### **7. ACA Website Scavenger Hunt (05 points):**

Develop a 1-page creative way to learn about the American Counseling Association (ACA). Consider the following questions in your creative venture: Who are we in our professional identity? What is our purpose? What is our mission? What is our vision? Who do we help? When was our professional organization founded/established? Do we have state or local chapters of ACA in all 50 states? Why do we exist beyond our stated purpose?

**Due September 16, 2020: Upload in Moodle and Taskstream**

### **8. Social Locations and Professional Interest(s) Paper (20 points):**

**Part 1 (10 points):** Describe your interest in the counseling profession and include characteristics of how your personal social locations have influenced your decision to become a professional mental health counselor. Your social locations may include, but are not limited to the following: **physical ability, culture, race/ethnicity, gender, socioeconomic status, exile/migration, religious and spiritual beliefs, language, education, sexual or affectional orientation, age, etc.** 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 that have influenced you and your decision to become a professional mental health counselor and your goals as a future professional. Think about external influences based on your specific social locations. What is your intrinsic and extrinsic motivation? **Example:** How has society or your family’s and friends’ messages about your gender identity or expression influenced your career path.  
**Maximum Paper Length:** 4-6 pages, APA 7<sup>th</sup> edition style, double spaced, 12 pt. font.

### **Part 2 (10 points):**

- 1) Review ACA subdivisions; choose subdivisions most related to your professional interests and secure academic/professional journals associated with your subdivisions of choice. Select one article specifically related to your professional interests from an ACA or Counseling journal. Read the article.
- 2) After reading this article, find two more articles from other sources related to this topic. List articles in APA 7<sup>th</sup> edition style and write 3-4 sentences in review of each article.
- 3) Write a summary paragraph about something new you learned about your area of interest.

**Due October 07, 2020: Upload in Moodle**

9. **Self Care Plan:** Develop your self-care plan in class.

**Due November 4, 2020: Upload in Taskstream (no course points; required for program)**

10. **Background Check:** Complete this requirement to receive final 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, procedures for student difficulties will be followed **(See Professional Mental Health Student Handbook). Due October 7, 2020.**

**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 Evaluation**

|  |            |
|--|------------|
| Social Locations and Professional Interests Paper (2 part) | 20         |
| Counseling Historical Timeline                             | 15         |
| Power, Privilege, & Difference Experiential Paper          | 25         |
| 12 Step Meeting Attendance                                 | 25         |
| Roles and Functions Reflection Paper                       | 10         |
| ACA Scavenger Hunt   | 05         |
| Self-care plan (Prog. Req.)                                | 00         |
| <b>Total Points</b>  | <b>100</b> |

**Grading Scale**

90-100% A

80-89% B

Below 80%: As graduate students, you are expected to complete coursework 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 assignments to meet the course requirement. A grade of B or above is considered acceptable performance for the class.

**Students with Disabilities**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Support Services in the Albany Quadrangle (503-768-7192). After you have submitted documentation and completed the appropriate request and paper work for accommodations during the current semester, staff in that office will notify me as the instructor of the approved accommodations based on your eligibility and provided documentation.



## Course Schedule

As a group, we come together to learn and share our unique learning experiences with each other we are unique from any other class. The schedule may change to accommodate our particular class needs. **The course schedule is posted on Moodle; please check Moodle weekly for updates/changes.**

### Week 1: September 9

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**Topics:** Becoming a Counselor/Counselor Identity (CACREP 1b, C2a)

**Readings:** (Read chapters and articles prior to class): See Moodle

### Week 2: September 16

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**Topics:** Professional Counseling and Ethical Practice – **Chapter 1**

Individual and Group Helping Relationships – **Chapter 3**

Current Issues and Trends in the Counseling Profession – **Chapter 12**

Becoming a Counselor/Counselor Identity Counseling Training and Regulation (Licensing) (CACREP 1f, 1g, C2k)

**Readings:** (Read chapters and articles prior to class): See Moodle

American Counseling Association: [www.counseling.org](http://www.counseling.org)

National Board for Certified Counselors: [www.nbcc.org](http://www.nbcc.org)

**Due:** Power, Privilege, Difference Experiential approval paragraph

**Due:** ACA Website Scavenger Hunt

**Due:** Review website for Oregon Board of Licensed Professional Counselors & Therapists or Board of your planned state of residence

### Week 3: September 23

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**Topics:** Human Growth and Development in Multicultural Contexts – **Chapter 2**

Research and Assessment in Counseling – **Chapter 4**

History of the Profession (CACREP 1a, C1a)

**Readings:** (Read chapters and articles prior to class): See Moodle

**Due:** Counseling Historical timeline completed during class time with group

### Week 4: September 30

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**Topics:** Personal and Professional Counselor Identity Development – **Chapter 13**

Addictions Counseling – **Chapter 5**

Career Counseling – **Chapter 6**

The Personal is Political and the Political is Personal: Personal and Professional Identity (CACREP 2d)

**Readings:** (Read chapters and articles prior to class): See Moodle

**Due:** Roles and Functions Paper (Upload in Moodle and Taskstream)

**Week 5: October 7**

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**Topics:** Clinical Mental Health Counseling – **Chapter 7**  
School Counseling – **Chapter 11**

**Readings:** (Read chapters and articles prior to class): See Moodle

**Due:** Social locations and professional interests paper

**Due:** Background check paperwork/fee

**Week 6: October 14**

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**Topics:** Rehabilitative Counseling – **Chapter 8**  
Power and Oppression in Mental Health Services (**CACREP 1e, 2e**)

**Readings:** (Read chapters and articles prior to class): See Moodle

**Week 7: October 21**

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**Topics:** College Counseling – **Chapter 9**

**Readings:** (Read chapters and articles prior to class): See Moodle

**Week 8: October 28**

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**Topics:** Marriage, Couples, and Family Counseling – **Chapter 10**

**Readings:** (Read chapters and articles prior to class): See Moodle

**Due:** 12-step meeting attendance summary and reflection; be prepared to share with class

**Week 9: Nov 4**

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**Topics:** ACA Code of Ethics (CACREP 1i, C2I)

Mandatory Reporting: <https://www.oregon.gov/dhs/abuse/Pages/index.aspx>

**Readings:** (Read chapters and articles prior to class): See Moodle

**Due:** Self-care plan, complete in class, and upload in Taskstream

**Week 10: November 11**

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**Topics:** Self Care and Advocacy Competencies (**CACREP 1d, 1I**)

**Readings:** (Read chapters and articles prior to class): See Moodle

**Due:** Reflection Paper from P, P, D experience, share experience with class

**Due:** Double check and make sure all requirements are uploaded in Taskstream for class and portfolio as outlined in the syllabus and Taskstream site