

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

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	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	

### 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 experience and worldview.	Is able to identify 1-3 social locations and the impact on personal experience and worldview.	Attempts to explore worldview, struggles with understanding concept of social location or lacks self reflectivity AND unable to complete revision after feedback	Is unable or unwilling to explore own worldview	Self as Counselor: Demonstrates awareness of their values, worldview, and social locations in self and client
Student uploads paper <a href="#">Link back to self study : section 4F</a>	Exceeds	Meets	Fails to meet	Fails to meet	
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 <a href="#">Link back to self study : section 4F</a>					
MHC 503: History timeline		Creates history poster with timelines/majo		Fails to complete assignment	Professional Identity: Understands

activity		r events			history of the mental health counseling
Student uploads photo of poster <a href="#">Link back to self study</a> : section 4F		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 <a href="#">Link back to self study</a> : section 4F					
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	Ethical Practice: Understands, and follows ethical standards
Student Uploads agreement <a href="#">Link back to self study</a> : section 4F					
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 <a href="#">Link back to self study</a> : section 4F					
ACA Advocacy Competency Assignment		Knows the ACA advocacy competencies and their purposes  Met/Not met			Social Justice and Advocacy: Knows the ACA advocacy competencies and their purposes
Student uploads assignment <a href="#">Link back to self study</a> : section 4F					

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 <a href="#">Link back to self study</a> : section 4F		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. Emerging 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 <a href="#">Link back to self study</a> : section 4F						
	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		All Score : 2	One or more scores of 1	One or more scores of 0	Multicultural Competence: Respect for others

	<p>in ways that show respect for the other persons and other points of view.</p> <p>Integrity Items 3,4,5 Respect for others</p>					
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**Lewis and Clark College  
Graduate School of Education and Counseling  
Department of Counseling Psychology**

Introduction to Professional Mental Health and Addiction Counseling  
MHCA 502-01  
Thursdays 1:00-4:00 p.m. (**Online**)  
September 10, 2020 – November 12, 2020

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Office Hours: Wednesdays (all day) & Thursdays (afternoon)

**Required Texts/Readings:**

Granello, D. H. (2019). *Counseling today: Foundations of professional identity* (2<sup>nd</sup> ed). New York, NY: Pearson.

Sensoy, O. & DiAngelo, R. (2012). *Is Everyone Really Equal?* New York, NY: Teacher's College Press

**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)

**Ethical Guidelines:**

ACA Ethical Guidelines will be posted on the course moodle page for students to reference.

**Catalog Description:**

Basic theoretical assumptions of the professional mental health and addiction counseling profession, with an overview of the historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation. Special attention and focus will be on issues related to diversity and social justice.

## Assignment Details and Grading:

All written assignments are to be submitted via **Taskstream** unless otherwise indicated.

### 1. Attendance

Class attendance is expected and required. Completing extra assignments designed by the instructor will make up any missed class time. 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 will be seen as an absence that requires make-up work.

### 2. 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 develop questions, there may be an activity to complete and share with classmates, or you may need to be prepared to discuss your 12-step meeting attendance and diversity experiences on assigned dates. Participation points are not given, rather **earned** based off your engagement with the material. Well-prepared students make for the best class discussions!

***Total Points: 10 points***

### 3. Meeting with Advisor

Prior to the end of this class, you will be **required** to have met with your advisor and completed the **First Advisor Meeting sheet**. You will then upload this form to **Taskstream** as part of your portfolio assignment.

### 4. Group presentation and short paper on Support Group Attendance

At the end of the second class, you will select groups to complete this assignment. As a group, you will select *one* type of outside support meeting (e.g. Narcotics Anonymous, Alcoholics Anonymous, SMART Recovery, Al-Anon, Cocaine Anonymous, Marijuana Anonymous, Gamblers Anonymous, Refuge Recovery, etc.). If possible, each member of your group will then attend a *different* meeting of your chosen type. This will allow your group to have multiple perspectives and experiences to include in your final presentation. As a group, you will then create a **20 minute** PowerPoint or Prezi to present in class. You will be given *some* time to work in your groups during class but are expected to complete this assignment with additional time outside of class if needed.

To receive full points on this assignment, your presentation should include the following information in your group's presentation: **(1)** A brief history of your chosen meeting; **(2)** What meetings each group member attended; **(3)** 4-5 summary points about what your group learned in your meeting

experience(s); and (4) If you would recommend your attended meetings to clients and why or why not. **(20 points)**

In addition, each group member will turn in a 1-2 page summary of their experience attending their respective outside support meeting. In this summary be sure to include the name, location, and date of the meeting you attended. **(5 points)**

***Total points: 25 points***

*All groups will present in class and individual papers are due on **October 1<sup>st</sup>***

#### 5. Three Part Social Locations and Professional Interests Paper

**Part I (Social Locations):** Describe your interest in the counseling profession *and* why you are choosing the *addictions specialization*. 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 provide a *personal photo, poem, song, or other form of art* that depicts one or more of your social locations and/or history related to one or more of your social locations for this assignment. Please include this as an *appendix* to the paper per APA guidelines. 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 3-4 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 2-3 pages. **(15 points)**

**Part III (ACA Website):** Look at the American Counseling Association (ACA) subdivisions on the ACA website (<http://www.counseling.org>), 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)**



**Total points: 50 points**

*Parts I, II and III are all due no later than **October 22nd**.*

6. Self-Care Plan

You will be given a take home self-care assessment that you will complete by the end of the course. You will complete the assessment and then write a short paper (*1 page, double-spaced*) about the area you scored lowest in and that you feel needs your immediate attention. Your paper must include how you plan to address this area of self-care for yourself. This paper will be *uploaded to Moodle (in its designated slot)* on the due date, by 11:59 p.m. PST in a Word doc.

**Total points: 5 points**

*Assignment due no later than **November 5<sup>th</sup>**.*

7. Knowledge Exam

You will have a knowledge exam towards the end of the class (scheduled for October 29<sup>th</sup>). This exam will cover all prior material from the Granello text and classroom discussions and activities centered on professional identity. The exam will consist of multiple choice questions, T/F questions, and some short answer questions. We will have plenty of review time before the exam to go over other questions.

**Total points: 10 points**

*Exam completed in class on **October 29th**.*

8. Background Check: *Required to receive grade for 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:**

Class Participation	10
Social Locations/ACA Paper	50
Support Group Presentation/Paper	25
Meeting with Advisor	P/NP
Self-Care Plan	5
Knowledge Exam	10
Initiated Background Check	P/NP
<b>Total Possible Points</b>	<b>100</b>

**Grading:** This course is graded 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).

Thus, grades for the course are determined by the following percentages:

A = 94-100 A- = 90-93 B+ = 87-89

B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73

F = Below

**ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE.**

**SOME ASSIGNMENTS MUST BE UPLOADED TO TASKSTREAM BY 11:59 PM PST ON THE RESPECTIVE DUE DATE UNLESS ADVISED OTHERWISE BY INSTRUCTOR. (ACA 3 PART PAPER, SUPPORT GROUP PAPER & FIRST ADVISING FORM ASSIGNMENTS ARE DUE ON TASKSTREAM.**

**ALL PAPERS MUST BE PROPERLY FORMATTED IN A WORD DOC! GOOGLE DOCS, PDF AND ANY OTHERS ARE UNACCEPTABLE. IF YOU TURN IN SOMETHING THAT IS NOT IN A WORD DOC YOU WILL LOSE 10 POINTS!**

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.

#### **Methods of Instruction- *Sentipensante*/Experiential Learning Theory:**

This course will include different forms of learning, such as group work, discussions, experiential learning, etc. Students will be expected to fully engage in the learning process by integrating mind, body and spirit as outlined in the Lewis & Clark mission. We will have deep and meaningful reflexive journaling and discussions in this course, which allows for students to express themselves as holistic and cultural beings, and reflect meaningfully on themes that are important to them in their personal learning journey. I will be using self-disclosure and engaging with the material in the same manner that students do as a means for all of us to learn together. I will engage in positive working relationships with students, as my belief is that encouragement and feedback are key to student learning and development. It is my belief that ALL students can develop self-confidence by being given voice in the classroom context, and can be liberated from past invalidation through their interactive classroom engagement. I will engage in various roles throughout the course, such as, artist, teacher/learner, activist/social change agent, healer/liberator and humanitarian (Rendón, 2009). We will also engage in

contemplative practices every class period, such as mindfulness meditation, mindful coloring, etc. Although this is not a multicultural course, we will be engaging in multicultural/social justice related topics often as a way to “educate for wholeness, social justice & liberation” (Rendón, p.7). Students will integrate inner & outer learning (*sensing/thinking*) throughout the course. Inner learning includes working with emotion, reflexive journaling, etc., and outer learning includes rationalization, problem solving, academic concepts, etc. I look forward to joining you in your counselor-in-training journey!

### TENTATIVE Weekly Course Schedule

<b>Week</b>	<b>Class Discussion Topic</b>	<b>Date</b>	<b>Readings</b>	<b>Assignments Due/Activity</b>
1	-Introductions -Syllabus review -Introductory PowerPoint	9/10/20	N/A	<i>*Readings need to be completed by the following week. For 9/17/20, you will need to have read G &amp; Y Ch. 1-3 and S &amp; D Ch. 1-2</i>
2	-Who are counselors and what do they do? -How are counselors trained and regulated? -Credentialing & licensure -Portfolio requirements -Select groups for support group project  <i>(CACREP 1a., 1g., C1a., C2k.)</i>	9/17/20	<i>G &amp; Y: Ch. 1-3 S &amp; D: Ch. 1-2</i>	<b>Check Moodle &amp; Game Plan</b>
3	-How do counselors use theories? How do counselors use research? -Critical thinking/theory	9/24/20	<i>G &amp; Y: Ch. 4,5 &amp; 6 S &amp; D: Ch. 3</i>	<b>Check Moodle &amp; Game Plan</b>
4	-How counselors use research to inform practice  -What happens in a counseling session? -Prejudice and discrimination <i>(CACREP 2d.)</i>	10/1/20	<i>G &amp; Y: Ch. 7 &amp; 8 S &amp; D: Ch. 4</i>	<b>*Support Group Meeting Presentation (in class) &amp; Paper due on Taskstream</b>
5	-Where does counseling take place? -Oppression and power: How we view others	10/8/20	<i>G &amp; Y: Ch. 9 S &amp; D: Ch. 5</i>	<b>Check Moodle &amp; Game Plan</b>

	(CACREP 2e.)			
6	-How do counselors work in a diverse society? -How do counselors make legal and ethical decisions? -Privilege (CACREP 1i., C21.)	10/15/20	<i>G &amp; Y: Ch. 10</i> <i>S &amp; D: Ch. 6</i>	Ethics lecture, discussion and exercise.  <b>*Sign Ethics Agreement (in class)</b>
7	-How do counselors collect and use assessment info? -Invisibility of oppression -Counselor Advocacy (CACREP 1d., 1e.)	10/22/20	<i>G &amp; Y: Ch.11</i> <i>S &amp; D: Ch. 7-8</i>  <i>*Colorism Article</i>	<b>*Social Locations, Professional Orientation &amp; ACA Website Paper Due on Taskstream</b> <i>Special Guest Speaker</i> <i>Brenna Naccio</i>
8	-Ethical & Legal Discussion for Counselors -Counselor roles and functions. -Racism & racism as white supremacy -Knowledge Exam Review (CACREP 1b., 1c., C2a.)	10/29/20	<i>G &amp; Y: Ch. 12 &amp; 13</i> <i>S &amp; D: Ch. 9-10</i>	<b>Knowledge Exam (In Class)</b>
9	-How do counselors maintain their wellness? -Summarizing S & O text. (CACREP 1i.)	11/5/20		<b>*Self-Care Plan Due</b> <b>*PMHCA Student Panel-Guest Speakers</b> <b>*Guest Speaker: Julianna Vermeys-Clinical Coordinator</b>
10	-Professional Counseling organizations -Last class! Potluck, wrap-up and class evaluations. (CACREP 1f.)	11/12/20		<b>Check Moodle &amp; Game Plan</b>