

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

C2I. legal and ethical considerations specific to clinical mental health counseling

**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	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					
MHC 503: History timeline activity		Creates history poster with timelines/maj or 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/att ends 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					
ACA website scavenger hunt	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
Student Uploads assignment		Met/not met			

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

	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					
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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	
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

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Office Hours: Contact office at 503-768-6060 to make appt

Course Reading

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. (2019). *Counseling today : foundations of professional identity*. 2<sup>nd</sup> Edition, Upper Saddle River, N.J.: Pearson.

Moodle: Other readings are available on Moodle, the Lewis & Clark online course program. Log on to [moodle.lclark.edu](http://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 IT liaison. (TBA)

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, with 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 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.

MOST ASSIGNMENTS IN THIS COURSE will be uploaded to Moodle and Taskstream for use as a key required assignment.

### **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 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.

### **COVID:**

College COVID policies must be followed and can be found here: <https://www.lclark.edu/news/covid-19-response/>

The policy and intention for classes in Fall 2021 is to be in person. However, if we have potential exposure, or a significant number of students are in quarantine we will pivot to hold class online. I will also be planning content and methods creatively to reduce the time we are in the same physical space together through small group work outside as weather permits, recorded lectures, and video viewing outside of the classroom (e.g. we may have a 1 hour video to watch, but start class an hour late) . Please see Moodle for weekly details, and watch email for last minute changes.

Please DO NOT attend class if you have symptoms, even if you think it is just a cold. Please contact me as soon as possible if you need to miss class. Decisions about attending class by Zoom or make up work will be made on an individual basis. The class is very interactive, and attendance by Zoom when the rest of the class is in person may not be possible depending on the structure that week.

**Zoom Classes:** If we need to have a portion or an entire class by Zoom, please follow the guidelines below. I will have the Zoom sessions open 15 minutes prior to class start time, please come early to hang out with each other! Focus and participation in class is expected just as it would be if we were in person. Please do not engage in other activities during class time that are unrelated to the class activity. This is not a passive learning course, it's interactive and group oriented. When your classmates are speaking they will appreciate being able to see that you are listening. Attending to your non-verbal behaviors online (smiles, nods, eye contact) contributes to everyone feeling like a part of the community. It is expected that the default is for you to have your camera on during class except for brief periods as needed (e.g. eating), or if you make arrangements with me in advance.

### **Online Class Expectations: From the program handbook**

Norms for Synchronous class meetings:

- Log on to Zoom at least 5-10 minutes in advance in case of any technical or logistical issues and also to enable the assignment to breakout groups prior to the beginning of class.
- If you'd like to add your pronouns to your Zoom window, write them next to your name in your profile.
- Locate yourself in a place with little to no background noise and disruption.
- Turn your camera on unless you've spoken with your instructor about camera use.
- Make sure there is adequate lighting so that you can be seen.
- Use headphones/earbuds if needed to minimize background noise.
- Decide how you will take notes while keeping Zoom screen open.
- Remain on mute unless speaking or otherwise instructed.
- If you are having technical difficulties, or know you will be late, make sure to send a google chat/email to the professor BEFORE class begins.
- Be aware of issues involving confidentiality, especially for practicum and internship.
- Any pets that interrupt should be introduced; you are encouraged to call them your colleague.

### **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 unexcused absence may lead to a failure to complete requirements for credit.** Covid explanation: An unexcused absence is defined as an absence due to reasons other than medical need or family emergency, without make up work completed.

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 need to be prepared to discuss your 12-step meeting attendance and power/privilege experiences on the assigned dates. **Moodle is your resource on weekly expectations.**

## **Graded Assignments: Upload to Moodle**

**Roles and Functions Reflection Paper, 1 page paper,** 10 points, Due September 22

Consider the roles covered in your reading, and write about the roles that most appeal to you. How do you see yourself spending your time as a counselor?

**Professional Interests Paper (about 1-2 pages)** 25 points Due Sept 22

A) 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.**

B) 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

C) Write a summary paragraph about something new you learned about your area of interest.

**12 Step Attendance 1 meeting, 1 page reflection paper:** 25 points, Due September 29  
Attend a minimum of one 12-step meeting as required for your portfolio. Write 1-2 page reflection summary. Briefly share format of meeting (a few sentences), *then reflect on your experience and what you learned*. Each person will share their experience in class.

**Power, Privilege, and Difference Reflection Journals.** 4 one page journal entries, 20 points each, 80 total, Due Weeks 4,5,6,7 See Moodle for dates  
Corresponding to the weeks when you are reading “Is Everyone Really Equal” you will complete a one page reflection journal entry each week. Guiding questions will be provided. See Moodle for journal due dates. Journals will be due PRIOR to the class period when the readings are discussed. Please use this journaling opportunity to reflect on your understanding of the material and how you can personally grow from your learning as well as what you would like to bring to the class discussions.

**Social Locations Paper: Length: 4-6 pages, APA style double spaced, 12 point font, 1 inch margins.** 75 points, Due October 27

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.

## **Graded In-Class Activities**

**ACA Website activity** : Completed in class, 10 points, Due

**History Project:** 25 points, completed in class  
Class work creating a history of counseling timeline (completed in class)

**Self Care Plan:** Completed in class 10 points

## **Other requirements/no points awarded:**

1. **Background Check:** Required to receive grade, no points attached. 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 date TBD**

**2. Professional Qualities Evaluation (PQE):** No points. 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 Points Summary

Social Location Paper	75
Professional Interests paper	25
History project	25
Reflection Journals	80
12 Step Meeting Attendance	25
Roles and Functions reflection	10
ACA activity	10
Self care plan	10
	260 total

### Grading scale:

95-100% = A	84-86% = B	74-76% = C
90-94%= A-	80-83% = B-	70-73% = C-
87-89% = B+	77-79% = C+	≤ 69% = F

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you complete the work at an unacceptable level of performance you will be asked to complete the work again or to complete alternative tasks. Papers requiring revision will receive detailed feedback on changes needed. Alternative assignments will be worked out in discussion with the instructor. A grade of B- or above is considered acceptable performance for the class.

### Graduate School Policy on Grades:

***Graduate School Grading policy: Satisfactory Academic Progress***

Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C- , a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their programs and notified of this action.

***Minimum Passing Grade***

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

### **Students with Disabilities**

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 (503-768-7192). 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.

**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/changes. We may need to make changes throughout the semester due to COVID. I will do my best to give at least a week's notice for changes.**

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments Due</u>
Sept 8	Introduction	Granello & Young: Chapter 5	
Sept 15	Becoming a Counselor/Counselor Identity: CACREP 1B, C2a	Granello & Young: Chapter 1- Pages 1-14 Chapter 2 -all pages Chapter 3 pages 82-97 and 102-113	ACA Website Activity: completed in class
Sept 22	Counseling Training and Regulation(Licensing) CACREP 1f, 1g,C2K	Granello & Young: Chapter 3-pages 97-102 (Counseling Licensure -end of chapter) Other: Review Licensing webpage state where you plan to live. See links in Resource section below	Roles and Functions Paper <hr/> Professional Interests Paper
Sept 29	History of the Profession (CACREP 1a,C1a)	Granello and Young:Chapter 1 pages 15-35,  Black Pioneers in Mental Health see Moodle for link	12 Step Meeting Reflection Paper, be prepared to share in class
October 6	The Personal is Professional is Political	Sensoy & DiAngelo, Preface and Prologue (yes,	PPD Reflection Journal 1

	– Counselor Identity (CACREP 2d)	really, read the Preface and Prologue), Chapters 1,2,3,4,11	
October 13	Power, Privilege, Oppression	Sensoy & DiAngelo: Chapters 5,7,10	PPD Reflection Journal 2
October 20	Racism, White Privilege	Sensoy & DiAngelo: Chapters 6,8,9	PPD Reflection Journal 3
October 27	Power and Oppression in Mental Health Services (CACREP 1e, 2e)	Granello and Young: Chapter 10	Social Locations Paper
November 3	Ethics (CACREP 1i, C2I)	Granello and Young: Chapter 12  ACA Ethics Code	PPD Reflection Paper 4: Final reflection on all Power, Privilege, Oppression Readings/discussions
November 10	Self Care and ACA Advocacy Competencies (CACREP 1d,1I)		Self Care Plan: completed in class