

**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.
- C2l. legal and ethical considerations specific to clinical mental health counseling

| 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 appointments: Please use the following link to schedule an appointment. This link is also on the Moodle page for the course.

<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUF6WU1BeGtVM0c0fGRlZmF1bHR8NWU2MzUyMTgxYjljMWEzZDNhYWMwZmI5N2QyNjZiNGY>

### Course Reading

Suyemoto, K. L., Donovan, R. A., & Kim, G. S. (2022). *Unraveling assumptions: A Primer for understanding oppression and privilege*. Routledge.

Butler, S. K., Locke, A. F., & Filmore, J. M. (2022). *Introduction to 21st Century counseling: A multicultural and social justice approach*. Cognella.

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). You should be automatically entered into your classes, contact the instructor on or after the first day of class if you do not have access to a specific course. If you have ANY trouble with Moodle in general, contact IT as listed on the first page of Moodle.

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.

**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/>

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:** In the unlikely event that 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.**

### **Use of AI (e.g. ChatGPT, Bing, Bard, etc).**

Use of AI to complete written assignments for this class is not appropriate or allowed. All of the writing for this course requires self- reflection about your own lived experiences and your developing self -awareness. As a counselor in training one of your first primary tasks is to develop an awareness of your own thoughts, feelings, attitudes and biases. Counselors must enter the counseling relationship grounded, self- aware, and able to separate their own issues and experiences from those of their clients. The reflections in this course are an early step toward your development as a counselor. Artificial Intelligence cannot do this for you.

It may be tempting to use AI on the reflection papers on oppression and privilege because you want to present a positive image. I'm looking for honest reflection and learning, not the rote output of the "right" language. You will most certainly enter these topics with some knowledge and lived experience to guide you as starting point, then continue to learn from a place of curiosity and humility.

### **Allowed Technology: PMHC Program in general**

Please DO use a citation generator and research apps that help you track citations! Watzek library supports using Zotero. You may also want to consider using a writing editor to check writing (e.g. Grammarly, Whitesmoke) WITHOUT the AI writing component. Although these editors are beginning to use AI more to generate suggested text, they can still be used for basic grammar and sentence structure to help with your writing if needed. If you are not sure what a particular instructor allows, ask them!

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

### **Roles and Functions Reflection Paper, 1 page paper**, 10 points,

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?

### **12 Step Attendance 1 meeting, 1 page reflection paper:** 25 points, Due September

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 "Unraveling Assumptions" 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**

### **Professional Interests Activity- In class** 10 points

Look at the ACA subdivisions, choose the ones that are most related to your professional interests, answer the questions provided on the activity guide provided on Moodle.

### **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 (CPQE):** No points. The CPQE 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 activity | 10        |
| History project                 | 25        |
| Reflection Journals             | 80        |
| 12 Step Meeting Attendance      | 25        |
| Roles and Functions reflection  | 10        |
| Self care plan                  | 10        |
|                                 | 235 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; see next page



**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.**

| <u>Date</u> | <u>Topic</u>  | <u>Readings</u>   | <u>Assignments Due</u>   |
|-------------|---|---|--|
| Sept 5      | Introduction  | Granello & Young:<br>Chapter 5: How to get<br>the most from your<br>graduate program.   |  |
| Sept 12     | Becoming a<br>Counselor/Counselor<br>Identity: CACREP 1B,<br>C2a                    | Granello & Young:<br><b>Chapter 2 -What do<br/>Counselors Do?</b>   | ACA Divisions activity   |
| Sept 19     | Counseling Training and<br>Regulation(Licensing)<br>CACREP 1f, 1g,C2K               | Butler: Chapter 17<br><br>Other: Review<br>Licensing webpage state<br>where you plan to live.<br>See links in Resource<br>section below | Roles and Functions<br>Paper<br><br>ACA Divisions<br>activity (if time<br>needed)                            |
| Sept 26     | History of the Profession<br>(CACREP 1a, C1a)                                       | Butler: Chapter 2<br><br>Black Pioneers in Mental<br>Health see Moodle for<br>link  | 12 Step Meeting<br>Reflection Paper, be<br>prepared to share in<br>class<br><br>History Project: In<br>class |
| October 3   | The Personal is<br>Professional is Political<br>– Counselor Identity<br>(CACREP 2d) | Butler: Chapter 1<br><br>Suyemoto, et al:<br>Introduction, Chapters 1<br>and 2  | PPD Reflection Journal<br>1  |
| October 10  | Power, Privilege,<br>Oppression   | Butler: Chapter 7, Pgs<br>121-129<br><br>Suyemoto, et al:<br>Chapters 3 and 9<br><br>Film: People Like Us                               | PPD Reflection Journal<br>2  |

|            |  |  |   |
|------------|--|--|---|
|            |  |  |   |
| October 17 | Race and Ethnicity   | Suyemoto, et al:<br>Chapters 4 and 5                                     | PPD Reflection Journal<br>3   |
| October 24 | Sex, gender, gender<br>identity, sexual identity<br><br>Power and Oppression in<br>Mental Health Services<br>(CACREP 1e, 2e) | Suyemoto, et al.<br>Chapters 6 & 7<br><br>Film: Diagnosing<br>Difference | Social Locations Paper  |
| Oct 31     | Ethics (CACREP 1i,<br>C2l)   | ACA Ethics Code  | PPD Reflection Paper<br>4: Final reflection on<br>all Power, Privilege,<br>Oppression<br>Readings/discussions |
| November 7 | Self Care and ACA<br>Advocacy Competencies<br>(CACREP 1d,1l)   | Help for the Helper;<br>Chapter ??                                       | Self Care Plan:<br>completed in class   |
|            |  |  |   |