

Lewis and Clark College  
Graduate School of Education and Counseling  
Department of Counseling Psychology  
Introduction to Professional Mental Health and Addiction Counseling  
MHCA 502-02  
York Graduate Center, Room 115, Wednesdays 1:00-4:00pm  
September 6, 2023 – November 8, 2023

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### **Required Texts/Readings**

Butler, S. K., Flores Locke, A., & Filmore, J. M. (2022). *Introduction to 21<sup>st</sup> century counseling: A multicultural & social justice approach*. Cognella.

Hari, J. (2015). *Chasing the scream: The first and last days of the war on drugs*. Bloomsbury Publishing USA.

### **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). If needed, use the course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225 or [consult@lclark.edu](mailto:consult@lclark.edu)

### **Ethical Guidelines**

A link to the American Counseling Association (ACA) Code of Ethics is posted to the course Moodle page for reference. All students are required to abide by the ACA Code of Ethics and should have signed an ethical agreement during new student orientation. If you did not sign this agreement, let the instructor know as soon as possible as you are required to do so during this course.

### **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.

### **Disability Services Statement**

If you have a disability that may impact your academic performance, you may request accommodations by meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email [access@lclark.edu](mailto:access@lclark.edu) with any additional questions or concerns.

## **Lewis & Clark Graduate School Essential Policies**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](https://www.lclark.edu/gsec-nondiscrimination)

Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](https://www.lclark.edu/gsec-conduct)

Sexual misconduct: [go.lclark.edu/titleIX](https://www.lclark.edu/titleIX)

If you have any questions regarding these policies, please speak to your instructor for clarification.

## **COVID Policy**

Please review the Lewis & Clark College COVID-19 Policy and Information page for current information (<https://www.lclark.edu/news/covid-19-response/>).

## **Artificial Intelligence & Plagiarism**

The use of AI software is not permitted for any assignment or activity in this course without the prior approval of the instructor. Likewise, all work done for this class must be original or otherwise properly cited. The course instructor reserves the right to run originality checks on all submitted work. Violation of these policies will be considered a violation of the Graduate School's Academic Performance standards.

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## **Assignment Details and Grading**

All written assignments are to be submitted by 11:00 p.m. on the scheduled due date via the course Moodle page unless otherwise indicated. Late assignments will receive a five-point deduction per day overdue unless a deadline extension has been approved by the instructor. All written work should adhere to APA 7 formatting guidelines (<https://apastyle.apa.org/>).

### **1. Attendance**

Class attendance is expected and required. Completing extra assignments designed by the instructor will make up for any missed class time. Per CTSP Department Policy, missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3.0 hours for a 30-hour class (2 credits) or 1.5 hours for a 15-hour class (1 credit.) In case of extreme hardship, and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### **2. Participation**

Well-prepared students make for the best class discussions. 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 support group meeting assignment on scheduled dates.

Participation points are earned by active engagement in the classroom. This includes remaining attentive to the instructor and your peers, asking thoughtful questions, contributing substantive comments, and coming to class having completed required readings.

**Total possible points: 10**

3. Meeting with Advisor

Prior to the end of this class, you will be required to have met with your advisor and complete the First Advisor Meeting sheet. It is highly recommended that you schedule this meeting with your advisor *after* October 1<sup>st</sup>.

**Total possible points: Credit/No Credit**

4. Group presentation and short paper on Support Group Attendance

At the end of the first 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, 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 10–15-minute presentation for the class. Your group presentation should include a visual such as PowerPoint, Google Slides, or Canva. 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.

To receive full points on this assignment, your group's presentation should include the following information: (a) A brief history of your chosen meeting; (b) The name, date, time, and location of each group member's meeting attended; (c) 4-5 summary points about what your group learned in your meeting experience(s); (d) If you would recommend your attended meetings to clients and why or why not. **(25 points)**

In addition, each group member will turn in a one-to-two-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. *This individual write-up will count as one support group attended for the portfolio requirement.* **(5 points)**

**Total possible points: 30**

All groups will present in class and individual papers are due on **October 4<sup>th</sup>**.

## 5. Professional Interests Paper

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 paper should be a minimum of two to three pages.

**Total possible points: 30**

Assignment is due **October 18<sup>th</sup>**.

## 6. Social Locations Paper

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.**

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 paper should be a minimum of three to four pages. 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.

**Total possible points: 30**

Assignment is due **November 1<sup>st</sup>**.

## 6. Personal Sustainability Plan

Throughout the term, we will have group check-ins at the start of every class that will include students sharing and discussing their current activities and plans. We will also engage in a variety of mindfulness and grounding activities. Although not required, I will ask for volunteers if anyone has a specific activity he or she wishes to share with the class or walk us through. Each student will need to submit a one-page write-up summarizing your current plan for personal sustainability.

The goal of this brief assignment is to be as realistic as possible. Therefore, no points are awarded and grading is only a pass/no pass. No one can see the future and “self-care” has become a watered down, marketing buzzword. Write what feels true for you. What helps sustain your curiosity, energy, and engagement? What fosters resilience for you when things get difficult? What resources do you

have or do you need in order to make the next three years a success?

Total points: **Credit/No Credit**

Assignment is due no later than **November 8<sup>th</sup>**.

#### 7. Counseling Timeline Project:

This assignment will be completed entirely in class. You will spend the first two hours of class making a creative timeline of the history of counseling. It will be crucial that you have completed all of your required course readings up until this point in order to create a comprehensive timeline. As this is a creative project, you will be supplied with butcher paper, magazines, markers, etc. to create a visual. You are free to bring in additional supplies if you wish. You can utilize your textbook(s) and/or any other credible source you can find. Each student should strive to make their timeline unique and interesting.

This assignment will be completed during the last class meeting of the term. You will be required to upload a photo of your final product to Moodle in order to receive credit. It is the student's responsibility to make sure a picture of their final product is uploaded promptly for final grading.

Total points: **Credit/No Credit**

Assignment is completed in class on **November 8<sup>th</sup>**.

#### 8. Background Check:

You are required to *initiate* a background check to receive your grade. You will receive additional information from the CTSP Office on how to initiate this check. Students are required to disclose issues that may come up on their background checks. If this disclosure was not made on the program application, you are strongly encouraged to speak to the course instructor or your academic advisor as soon as possible. See the *Professional Mental Health Counseling – Specialization in Addictions Student Handbook* for additional information (<https://graduate.lclark.edu/live/files/35056-pmhcpmhc-a-program-handbook-2023-2024pdf>).

Background checks must be initiated by **November 8<sup>th</sup>**.

#### **Grading Summary:**

Attendance	C/NC
Participation	10
Support Group Presentation & Short Paper	30
Professional Interests Paper	30
Social Locations Paper	30
Meeting with Advisor	C/NC
Self-Sustainability Plan	C/NC
Counseling Timeline	C/NC

Initiate Background Check

C/NC

**Total Possible Points**

**100**

**Grading:** This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Graduate Catalogue (<https://docs.lclark.edu/graduate/policyprocedures/registration/grades/>) 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
- D+ 67-69
- D 64-66
- D- 60-63
- F 59 or below

**Projected Weekly Course Schedule**

<b>Week</b>	<b>Class Discussion Topic</b>	<b>Date</b>	<b>Readings</b>	<b>Assignments Due/Activity</b>
1	<ul style="list-style-type: none"><li>• Introductions</li><li>• Syllabus review</li><li>• Select groups for support group project</li></ul>	9/6/23	<i>Readings need to be completed for the week assigned (e.g., Butler et al., Chapters 1, 2 and 3 are due 9/13/23).</i>	

2	<ul style="list-style-type: none"> <li>• Historical overview of counseling</li> <li>• Professional Identity Development</li> <li>• <i>Portfolio requirements</i></li> </ul>	9/13/23	<i>Butler et al., chapters 1-3</i>	Nothing due!
3	<ul style="list-style-type: none"> <li>• Counselor ethics</li> <li>• Counseling theories</li> <li>• Counseling relationships</li> </ul>	9/20/23	<i>Butler et al., chapters 4 - 6</i>	Nothing due!
4	<ul style="list-style-type: none"> <li>• Intersectionality</li> <li>• Counselor settings</li> <li>• Multicultural techniques</li> </ul>	9/27/23	<i>Butler et al., chapters 7 - 9</i>	Nothing due!
5	<ul style="list-style-type: none"> <li>• Career Counseling</li> <li>• Crisis, Trauma, &amp; Disaster Counseling</li> <li>• Creativity</li> </ul>	10/4/23	<i>Butler et al., chapters 10 - 12</i>	<b>Support Group Presentation &amp; Short Paper</b>
6	<ul style="list-style-type: none"> <li>• Telehealth</li> <li>• Wellness and Counseling</li> <li>• Research and Writing</li> <li>• <i>Tentative: Student panel</i></li> </ul>	10/11/23	<i>Butler et al., chapters 13 - 15</i>	Nothing due!
7	<ul style="list-style-type: none"> <li>• Assessment and Diagnosis</li> <li>• Counselor Licensure</li> <li>• LPC and CADC certification overview</li> </ul>	10/18/23	<i>Butler et al., chapters 16 – 17</i>  <i>Hari, chapters 1 – 5</i>	<b>Professional Interests Paper</b>

8	<ul style="list-style-type: none"> <li>• <i>Guest speakers</i></li> </ul>	10/25/23	<i>Hari, chapters 6 – 10</i>  <i>Other readings TBA</i>	Nothing due!
9	<ul style="list-style-type: none"> <li>• Political and legal foundations of substance use</li> <li>• Addictions 101</li> </ul>	11/1/23	<i>Hari, chapters 11 - 15</i>	<b>Social Locations Paper</b>
10	<ul style="list-style-type: none"> <li>• Counseling Timeline Activity</li> <li>• Wrap-up</li> </ul>	11/8/23	<i>Recommend you finish the Hari book if you can!</i>	<b>Personal Sustainability Plan &amp; Timeline Project (in-class)</b>

*\*Greg Stone (Volunteers of America, Men's Residential Center) and Jerome Gilgan (Kaiser Permanente)*