

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Course Name	<u>MHC 591 – Section 1</u>
Course Number	<u>Professional Career Development</u>
Term	<u>Spring 2016</u>
Department	<u>Counseling Psychology</u>
Textbooks/Materials	<u>See attached</u>
Faculty Name	<u>Carol Doyle</u>
Faculty Phone/E-mail	<u>cdoyle@lclark.edu</u>
Faculty Office	<u>Rogers Hall 317</u>

Catalogue Description :

This course is designed to apply career development principles to the professional development of counselors in a variety of roles and settings. Administration, supervision, consultation, and other career-related opportunities for professional mental health counselors will be explored.

Course Description:

Through lectures, discussions and experiential learning activities, students will gain further understanding of professions in counseling and mental health. Students will also consider their own professional identity and potential career paths as professional mental health counselors.

Course Goals and Objectives:

The overall goal of this course is to assist student's in their understanding and development of their own professional identity and potential career paths as professional mental health counselors. Specific objectives from CACREP standards include the following:

Professional Identity Standards (CACREP 2009 Standards)

- 1b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- 1e. counseling supervision models, practices, and processes;
- 1g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- 1i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- 1j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 5f. a general framework for understanding and practicing consultation

Clinical Mental Health Standards (CACREP 2009 Standards)

- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)
- A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (2001-b1)

- A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
- A7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). (2001-A3)
- A8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. 2001-B2)
- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
- E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

Description of instructional approach/pedagogy: Course will include lecture, discussion and experiential learning.

Course Calendar: See attached

Course Requirements: See attached

Course requirements will include class participation, information on an area of expertise; description of self-care practice, an advocacy activity, a personal resume and additional in class activities

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will 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.

Self as Counselor		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Evaluation and Remediation
Goal 3 of 5							
Maintains self care	Internship year	Demonstrates ability to maintain personal wellness to optimize professional competence. Recognizes and proactively addresses early signs of burnout.	Demonstrates ability to perform adequate self care to enhance personal wellness and ability to attend to professional responsibilities. Recognizes signs of burn out before client care is impacted.	Begins to use self care plan, learns to adapt plan when needed, and seeks supervision and personal therapy as needed. Score 1 on one or more	Engages in inadequate self care that impedes learning ability or client care. Score 0 on one or more	Internship Evaluation Items 14, 24 AND MHC 591: Self care plan	Internship Instructor Review/Referral to BRC or ARC

			Score 2 on both				
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Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
Goal 3 of 6							
Demonstrates understanding of philosophy of mental health counseling	Internship		Defines area of expertise in mental health profession				Internship Instructor Review/Referral to BRC or ARC

Social Justice Advocacy		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As Evidenced By	Review and Remediation
Goal 3 of 3							
Collaborates and Plans public information and/or policy advocacy assignment	Internship	Leadership shows evidence of reflection of systemic factors and group processes	Clear awareness of system causes of client problems guides leadership	Growing awareness of system causes of client problems and implications for leadership	Unawareness of system-level aspects of client problems	MHC 591/MHCA 570 Completed during career development course:	Instructor review

Attendance requirements: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be **1.5 hours for a 1 credit, 15 hour class**. 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.

Late papers and assignments: Any assignments turned in late (without previous permission) will automatically receive a reduction in grade.

Evaluation and Assessment:

Each assignment will be graded on a credit no/credit basis. All assignments must receive credit for the student to pass the course. Students will be given the option of redoing an assignment until they receive a satisfactory grade.

Accommodations for Students with Special Needs and/or 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 (x7156). 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. Please notify me of any special learning considerations that I should be aware of so that we can work together to make the appropriate accommodations.

Authorization Levels: All levels

Partial Bibliography:

*Scholl, Mark B.; Cascone, Jason (2010). The constructivist résumé: Promoting the career adaptability of graduate students in counseling programs. *The Career Development Quarterly*, 59(2), Dec 2010, 180-191.

*Amatea, E. S. (1991). Developing a career as a mental health counselor: Changing ideas, changing options. *Journal of Mental Health Counseling*, 13(2), 279-290.

*Busacca, L. A. & Wester, K. L. (2006). Career concerns of master's-level community and school counselor trainees. *The Career Development Quarterly*, 55(2), 179-190.

Corey, G. (2010). *Creating your professional path: Lessons from my journey*. Alexandria, VA, US: American Counseling Association.

*Ellis, M. V. (2010). Bridging the science and practice of clinical supervision: Some discoveries, some misconceptions. *The Clinical Supervisor*, 29, 95-116.

Frank, R. & Glied, S. (2006). *Better But Not Well: Mental Health Policy in the United States since 1950*. Baltimore, MD: The Johns Hopkins University Press. **Ebook**

*Gibson, D.M., Dollarhide, C.T., & Moss, J.M. (2010). Professional identity development: A grounded theory of transformational tasks of new counselors. *Counselor Education and Supervision*, 50, 21-38

Hodges, S. & Connelly, A. R. (2010). *A job search manual for counselors and counselor educators: How to navigate and promote your counseling career*. Alexandria, VA, US: American Counseling Association.

Pope, Mark (2006) *Professional Counseling 101: Building a Strong Professional Identity*. Alexandria, VA, US: American Counseling Association.

MHC 591 Section 1
Professional Career Development
Spring Semester 2016
Fridays 1/15 – 2/12
9:30 – 12:30
York 121

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Course Description

This course is designed to apply career development principles to the professional development of counselors in a variety of roles and settings. Administration, supervision, consultation, and other career-related opportunities for professional mental health counselors will be explored.

Requirements:

Course requirements will include class participation, a presentation and handout on an area of expertise; description of self-care practice, and a personal resume. The course is graded on a credit/no credit basis; credit will be received if all assignments have been completed satisfactorily.

Late papers and assignments: Any assignments turned in late (without previous permission) will automatically receive a reduction in grade.

Required Texts:

Corey, G. (2010). *Creating your professional path: Lessons from my journey*. Alexandria, VA, US: American Counseling Association.

Frank, R. & Glied, S. (2006). *Better But Not Well: Mental Health Policy in the United States since 1950*. Baltimore, MD: The Johns Hopkins University Press. **Ebook**

Hodges, S. & Connelly, A. R. (2010). *A job search manual for counselors and counselor educators: How to navigate and promote your counseling career*. Alexandria, VA, US: American Counseling Association.

Recommended

Pope, Mark (2006) *Professional Counseling 101: Building a Strong Professional Identity*. Alexandria, VA, US: American Counseling Association.

Tentative Course Schedule

Date	Topic	Readings	Assignments Due
Jan 15	Course Overview Your professional identity, now and in the future Self Care Practice Advocacy and Social Justice as a Professional	Gibson, D.M., Dollarhide, C.T., & Moss (2010)	
Jan 22	Understanding Mental Health Systems, Financing and Policy Networking & Consulting Career options and paths Amaeta plus Organizations...	Frank and Glied (2006)	Structure of Organization
Jan 29	Career Planning & Career Development Resume & Job Search Steps	Busacca & Wester (2006) Corey Ch 2, 4, 6 Hodges & Connlley (2010)	Bring in Resumes
Feb 5	The Professional is Personal Career Options and Paths Career Journeys	Amatea (1991) Corey Ch 1, 7	Advocacy assignment Due
Feb 12	Practical Steps on the Path Licensure & Supervision Putting It All together	Hodges & Connlley (2010)	Advocacy Assignments Upload Resume

	Remembering the Balance of Personal and Professional Lives	Corey Chap 9	
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