

Lewis & Clark College
Professional Mental Health Counseling Program
MHC 591 / MHCA 570
Professional Career Development / Seminar in Critical Issues for the Professional Mental
Health and Addiction Counselor
Syllabus Cover Sheet

Required Objectives:

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.

Goal 3 of 6							
Demonstrates understanding of philosophy of mental health counseling	Internship		Defines area of expertise in mental health profession		Fails to complete assignment	MHC 591/MHC A 570 Expertise paper	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							
Takes leadership in planning and carrying out an advocacy project during internship (8 hours)	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; with corroboration by internship instructor: Experience Paper	Instructor review

MHCA 570-01
Capstone (Professional Career Development)
Spring Semester 2016
Fridays 1/15/16 – 2/12/16
9:30am – 12:30pm
York 115

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Course Description

Addresses key issues of importance to new professional mental health and addiction counselors entering the field. 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 Readings:

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.

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

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

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.

Major Assignments:

1. Constructing Your Future Professional Experiences. (30 points)

In this *brief* assignment, describe your ideal professional experience(s). Feel free to describe both your short and long-term hopes and plans for your professional career. This assignment should be a minimum of one paragraph and no more than three paragraphs. *This assignment should be submitted via Taskstream.*

2. Developing Expertise. (40 points)

What's your niche? What's your specialty? Whether you plan to immediately go into private practice or work for a community agency, having a niche in the field of counseling can be extremely beneficial when it comes to searching for a job or building up a clientele. The objective of this short paper is to describe, in detail, either an area of expertise in the counseling profession that you already have or one that you plan to work on developing. For example, have you been working with trauma survivors and have accrued substantial skills working with trauma and clients with post-traumatic stress disorder? If so, describe what makes this area your specialty and what you plan to do to continue to sharpen current skills and develop new ones? How would you present your expertise to a potential employer or how would you market yourself to potential clients?

This paper should be 1 - 2 pages maximum. *This assignment should be submitted via Taskstream.*

3. Advocacy Public Service Announcement. (30 points)

Advocacy continues to be a part of many counselors' professional careers and is a part of our ethical standards as professional counselors. This assignment tasks you with creating a public service announcement for a social justice advocacy topic of your choice. While not required, feel free to use your advocacy topic from CPSY 550: Diversity and Social Justice. This assignment should be brief and think of it as something that could be read on the radio. For example, how would you educate the public in one minute or less on the impact of long-term trauma on survivors of intimate partner violence? How would you present the need for

children from low-income families to have access to nutritious food? Or the need for more mental health services for veterans returning from war? This should be something that would pull for supportive buy-in from the general public.

This should be no more than one page. These will be shared in class and should be submitted to the instructor via e-mail.

Grading Summary:

Professional Experiences	30
Developing Expertise	40
Advocacy Announcement	30
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 Navigator Student Handbook (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

Tentative Course Schedule

Date	Topic	Readings	Assignments Due
1/15/16	Course Overview Advocacy and Social Justice as a Professional Self Care Practice Your professional identity, now and in the future		
1/22/16	The Professional is Personal Professional Identity Development Career Options and Paths	Corey Ch 2, 4, 6	Constructing Your future experience paragraph due
1/29/16	Resume & Job Search Steps Career Journeys	Corey Ch 6 Hodges & Connlley (2010)	Bring in Resumes Career Journey - Developing Expertise
2/5/16	Understanding Mental Health Systems, financing and Policy Practical Steps on the Path Licensure & Supervision Networking & Consulting	Frank and Glied (2006)	
2/12/16	Putting It All together Licensure portability Remembering the Balance of Personal and Professional Lives	Hodges & Connlley (2010)	Advocacy assignment Due