

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
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 Counseling Identity (CACREP 2016 Standards)

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.

1e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

1g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

1h. current labor market information relevant to opportunities for practice within the counseling profession

1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

1j. technology's impact on the counseling profession

1m. the role of counseling supervision in the profession

5c. theories, models, and strategies for understanding and practicing consultation

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

C1b. theories and models related to clinical mental health counseling

C2a. roles and settings of clinical mental health counselors.

C2i. legislation and government policy relevant to clinical mental health counseling

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

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 burnout before client care is impacted. Score 2 on both	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

Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate /Fail	As evidenced by:	Review and Remediation
Goal 1 of 6							
Demonstrates knowledge of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.	Practicum Year		CPCE Score At or above the national average or CPCE score below national average and Course grades of A in BOTH MHC 503 and MHC 591			CPCE MHC 503/MHC A502 Grade MHC 591/MHC A570 Grade	Assessment Chair Review/Referral to BRC

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		Fails to complete assignment	MHC 591/MHC A 570 Expertise paper	Internship Instructor Review/Referral to BRC or ARC
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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

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

Course Name	MHC 591
Course Number	Professional Career Development
Term	Spring 2017
Department	Counseling Psychology
Faculty Name	Tod Sloan
Faculty Phone/E-mail	sloan@lclark.edu
Faculty Office	Rogers Hall 433

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.

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Course Requirements:

1. Class participation (20%)

2. Professional expertise report and presentation: Create a written plan for yourself that could be used by others as well, on a specialization you are interested in pursuing. Share this plan in class (one page resource sheet) and email a copy to the instructor. (See handout for details). (40%)

3. Advocacy activity: Attend a meeting or event related to professional development, labor organizing in the human services sector, community organizing around a mental health issue or a larger social justice issue. Share your observations in class with a focus on what mental health professionals can contribute to such processes. (20%)

4. Critical ecology of career development: Reflect on all the different dimensions of "career" and their embeddedness in the other spheres of your life. Share this with a partner in class. See handout for guidance. (20%)

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 limit would be anything more than **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.

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.

Suggested readings

*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.

*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. (2012). *101 Careers in Counseling*. NY: Springer.

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.

Course Schedule

2/11

Introductions and Overviews

Critical Ecology of Career Development

The next few years: job, supervision, skill development, life

The politics of the work setting and the non-profit sector

Developing professional expertise (assignment due next class)

TBD: Community Project/Participation or Group Research and Brief Presentation ...

3/11

Social Service or Social Change: Advocacy and Activism

Read Kivel, "Social Service or Social Change?":

<http://coavp.org/sites/default/files/social%20service%20vs%20change.pdf>

Professional Expertise Sharing (brief presentation and submit written version by email)

Non-profit administration basics for teams and groups

Agendas, facilitation, decision making

Licensing info – presentation by Board staff member