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.

<table>
<thead>
<tr>
<th>Self as Counselor</th>
<th>Proficient (A)</th>
<th>Benchmark (B)</th>
<th>Emerging (C)</th>
<th>Inadequate /Fail</th>
<th>As evidenced by:</th>
<th>Evaluation and Remediation</th>
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<tbody>
<tr>
<td><strong>Goal 3 of 5</strong></td>
<td></td>
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<tr>
<td>Maintains self care</td>
<td>Internship year</td>
<td>Demonstrates ability to maintain personal wellness to optimize professional competence. Recognizes and proactively addresses early signs of burnout.</td>
<td>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. Score 2 on both</td>
<td>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</td>
<td>Engages in inadequate self care that impedes learning ability or client care. Score 0 on one or more</td>
<td>Internship Evaluation Items 14, 24 AND MHC 591: Self care plan</td>
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<table>
<thead>
<tr>
<th>Professional Identity</th>
<th>Proficient (A)</th>
<th>Benchmark (B)</th>
<th>Emerging (C)</th>
<th>Inadequate /Fail</th>
<th>As evidenced by:</th>
<th>Review and Remediation</th>
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<tbody>
<tr>
<td><strong>Goal 1 of 6</strong></td>
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<tr>
<td>Demonstrates knowledge of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.</td>
<td>Practicum Year</td>
<td>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</td>
<td>CPCE MHC 503/MHC A502 Grade MHC 591/MHC A570 Grade</td>
<td></td>
<td>Assessment Chair Review/Referral to BRC</td>
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### Professional Identity

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Proficient (A)</th>
<th>Benchmark (B)</th>
<th>Emerging (C)</th>
<th>Inadequate /Fail</th>
<th>As evidenced by:</th>
<th>Review and Remediation</th>
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</thead>
<tbody>
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<td><strong>Goal 3 of 6</strong></td>
<td></td>
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<tr>
<td>Demonstrates understanding of philosophy of mental health counseling</td>
<td>Internship</td>
<td>Defines area of expertise in mental health profession</td>
<td>Fails to complete assignment</td>
<td>MHC 591/MHCA 570 Expertise paper</td>
<td>Internship Instructor Review/Referral to BRC or ARC</td>
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<tr>
<td>Social Justice Advocacy</td>
<td>Proficient (A)</td>
<td>Benchmark (B)</td>
<td>Emerging (C)</td>
<td>Inadequate/ Fail</td>
<td>As Evidenced By</td>
<td></td>
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<tr>
<td>Goal 3 of 3</td>
<td>Internship</td>
<td>Leadership shows evidence of reflection of systemic factors and group processes</td>
<td>Clear awareness of system causes of client problems guides leadership</td>
<td>Growing awareness of system causes of client problems and implication s for leadership</td>
<td>Unawareness of system-level aspects of client problems</td>
<td>MHC 591/MHCA 570 Completed during career developme nt course; with corroborati on by internship instructor: Experience Paper</td>
</tr>
<tr>
<td>Takes leadership in planning and carrying out an advocacy project during internship (8 hours)</td>
<td>Leadership</td>
<td>Clear awareness of system causes of client problems guides leadership</td>
<td>Growing awareness of system causes of client problems and implication s for leadership</td>
<td>Unawareness of system-level aspects of client problems</td>
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<td>Instructor review</td>
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**COURSE SYLLABUS**

Lewis & Clark College
Graduate School of Education and Counseling

<table>
<thead>
<tr>
<th>Course Name</th>
<th>MHC 591</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>Professional Career Development</td>
</tr>
<tr>
<td>Term</td>
<td>Spring 2017</td>
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<tr>
<td>Department</td>
<td>Counseling Psychology</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Tod Sloan</td>
</tr>
<tr>
<td>Faculty Phone/E-mail</td>
<td><a href="mailto:sloan@lclark.edu">sloan@lclark.edu</a></td>
</tr>
<tr>
<td>Faculty Office</td>
<td>Rogers Hall 433</td>
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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.
**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.

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

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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
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


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