

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 591
Professional Career Development
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 inter-organizational 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

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	X
DVD/Video Presentation	
Supervised Small Group Work	

Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	X
Off-Campus / Field Visit	
Other:	

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. 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 practice journal	Internship Instructor Review/Referral to BRC or ARC

Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Review and Remediation
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Goal 1 of 6							
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 Link back to self study : section 4F	Internship		Defines area of expertise in mental health profession		Fails to complete assignment	MHC 591/MH CA 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/MH CA 570 Completed during career development course; with corroboration by internship instructor: Advocacy Announcement/Experience Paper	Instructor review

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

Course Name	CPSY 591 – Section 1
Course Number	Professional Career Development
Term	Fall 2017
Department	Counseling Psychology
Textbooks/Materials	See attached
Faculty Name	Carol Doyle
Faculty Phone/E-mail	cdoyle@lclark.edu
Faculty Office	Rogers Hall 317

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 come from CACREP as presented above

Description of instructional approach/pedagogy: Course will include lecture, discussion and experiential learning, along with an on-going critical pedagogy

Course Calendar: See attached

Course Requirements: See attached

Course requirements will include class participation, a presentation and handout on an area of expertise; description of self-care practice, an advocacy activity, and a personal resume.

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 either a credit no/credit basis or the rubric for key assessments. 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
Fall Semester 2017
Fridays 9/08 – 10/6
9:30 – 12:30
York 101

Carol Doyle, Ph.D.
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Advising Hours: Fridays 1:00 – 4 T/Th by appt
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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.

Recommended Texts/Readings:

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**

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Tentative Course Schedule

Date	Topic	Readings		Assignments Due
Sept 8	<p>Course Overview</p> <p>Your professional identity, now and in the future</p> <p>Taking care of oneself along the way</p> <p>Thinking about your Career Journey</p> <p>Goals and questions</p>	Gibson, D.M., Dollarhide, C.T., & Moss (2010)*		
Sept 15	<p>The Professional is Personal: navigating the next steps</p> <p>Career Options and Paths</p> <p>Technology in Counseling</p>	<p>Amatea (1991)</p> <p>Busacca & Wester (2006)</p> <p>Corey Ch 2, 4, 6</p>	<p>(CACREP 1h., C2a.)</p> <p>(CACREP 1j.)</p>	<p>Constructing Your future paragraph due</p> <p>Resumes Updated</p>
Sept 22	<p>Roles and connections in providing mental health & counseling services</p> <p>Advocacy and Social Justice as a Professional</p>	Frank and Glied (2006)	<p>(CACREP 1b., C1b.)</p> <p>(CACREP 1e., C2i.)</p>	Structure of Organization
Sept 29	<p>Practical Steps on the Path Licensure & Supervision</p> <p>Resume & Job Search Steps</p> <p>Career Journeys</p>	<p>Corey Ch 6</p> <p>Hodges & Connley (2010)</p>	<p>(CACREP 1g.)</p> <p>(CACREP 1m., 5c.)</p>	Career Journey - Developing Expertise Due

<p>Oct 6</p>	<p>Counseling & Consulting – the connection</p> <p>Putting It All together: Legal & Ethical Review</p> <p>Remembering the Balance of Personal and Professional Lives</p> <p>Advocacy Projects</p> <p>Remembering the Balance of Personal and Professional Lives</p>	<p>Hodges & Connlley (2010)</p>	<p>(CACREP 1m., 5c.)</p> <p>(CACREP 1i., C2l.)</p> <p>CACREP 1e</p>	<p>Advocacy assignment Due</p> <p>Self Care Journals Due</p>
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