

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health Counseling –**  
**Specialization in Addictions**  
**MHC 591**  
**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 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

### 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
<b>Goal 3 of 5</b>							
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 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
<b>Goal 1 of 6</b>							
Demonstrates knowledge of professional functioning including history, roles,	Practicum Year		CPCE Score At or above the national average or CPCE score below national			CPCE MHC 503/MHC A502 Grade MHC 591/MHC A570 Grade	Assessment Chair Review/Referral to BRC

organizational structures, ethics, standards, and credentialing.			average and Course grades of A in BOTH MHC 503 and MHC 591				
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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		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/MHC A 570 Completed during career development course; with corroborations for leadership by internship instructor: Experience Paper	Instructor review

**MHC 591**  
**Professional Career Development**  
Spring Semester 2018  
Fridays 1/12/18 – 2/9/18  
9:30am – 12:30pm  
York 121

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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 Readings:**

- 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. & 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.

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 e-mail to instructor.*

### **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 e-mail to instructor.*

### **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
<b>Total Possible Points</b>	<b>100</b>

**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](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

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>1/12/18</b>	Course Overview  Resume & Job Search Steps  Career Journeys  <b>Guest Speaker: Adonica DeVault (LC Career Center)</b>		<b>Bring in Resumes</b>
<b>1/19/18</b>	Practical Steps on the Path: Licensure & Supervision (LPC, CADC)  Your professional identity, now and in the future  <b>Guest Speaker: Lonnie Knotts (Intake Coordinator, OBLPCT)</b>	Corey Ch. 2, 4, 6  Ellis (2010)  Hodges & Connelly, Ch. 6	<b>#1 Constructing Your future experience paragraph due</b>
<b>1/26/18</b>	Self Care Practice  Professional Identity Development  Career Options and Paths	Gibson, Dollarhide, & Moss, J.M. (2010)  Corey Ch. 6  Hodges & Connlley, Ch. TBA	
<b>2/2/18</b>	Understanding Mental Health Systems, financing and Policy  Networking & Consulting  <b>Guest Speaker: TBA (Topic: Starting and Maintaining a Private Practice)</b>	Frank and Glied (2006)	<b>#2 Career Journey -Developing Expertise</b>
<b>2/9/18</b>	Putting It All together  Advocacy and Social Justice as a Professional  Remembering the Balance of Personal and Professional Lives	Hodges & Connlley, Ch. TBA	<b>#3 Advocacy assignment Due</b>