

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling – Specialization in Addictions
Nathaniel O. Brown, Ph.D.
Assistant Professor of Professional Mental Health Counseling
MHC 591-01 – Wednesdays – 5:30 p.m. to 8:30 p.m.
Rogers Hall, Room 220
Professional Career Development / Seminar in Critical Issues for the Professional Mental Health and
Addiction Counseling
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	
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: Internship Check-In and Reflection	X

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 & 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 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
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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 Narrated Power Point presentation	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 corroboration by internship instructor : Experience Paper	Instructor review

Lewis & Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology
MHC 591 - Professional Career Development

Required Texts:

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:

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.

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.

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 Assignments: Any assignments turned in late (without previous permission) will automatically receive a reduction in grade.

Major Assignments:

1. Counselor Expertise Development. (25 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 short paper should be no more than 5-10 pages. This assignment should be submitted in Moodle.

2. Future Professional Counselor Experiences. (25 points)

In this *brief* assignment, describe your ideal professional experience(s). Describe both your short and long-term hopes and plans for your professional career in counseling. This assignment should be a minimum of 8-10 PowerPoint or Prezi presentation slides with voice narration that will be submitted in Moodle. You will also discuss your professional experiences with your assigned triad in class after submission.

3. Career Portfolio. (25 points) – Please view Appendix A for more information on the Career Portfolio. Appendices B and C will be provided as a separate document.

4. Knowledge Exam on Job Search. (25 points)

Students will complete a knowledge exam based on the assigned textbook. The exam will be multiple choice, similar to the National Counselor Examination (NCE). Each question is one point. The exam will be completed in class. Students will have 1 hour to complete the exam.

Grading Summary:

Counselor Expertise Development	25
Future Professional Counselor Experiences	25
Career Portfolio	25
Knowledge Exam	25
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

Course Schedule

Date	Topic	Readings	Assignments Due
1/9/19 (CACREP 1b, 1h, 1j, C2a)	Course and Syllabus Overview Preparing to Enter the Job Search Market Demystifying the Job Search Process	Chapters 1 & 2 Review Counselor Expertise Assignment #1	Triad Development Sign-up for Mock Interviews for your group. 1. 1/23/19 2. 1/30/19
1/16/19 (CACREP 1b, 1h, 1 j)	Building a Model Resume and/or Curriculum Vitae Resume and Cover Letter Preparing and Planning for an Interview	Chapters 3 & 4 Review Future Professional Counselor Experiences Assignment #2	Bring Resumes and Cover Letters to class to critique in groups. Counselor Expertise Development Assignment 1 Due
1/23/19 (CACREP 1b, 1h)	Rejection: Dealing with and Working Through Disappointment I'm Changing My Focus: What Do I Do? Work on Career Portfolio in groups.	Chapters 5 & 6 Review Career Portfolio Assignment #3	Future Professional Counselor Experiences Assignment 2 Due Mock Interviews
1/30/19 (CACREP 1b, 1h, 5c)	Considerations for Self-Employment (Private Practice, Consulting, etc.) Thriving in Your Career Work on Career Portfolio in groups.	Chapters 7 & 8 Appendix: Career Counseling Resources	Mock Interviews
2/6/19 (CACREP 1e, 1g.) (CACREP 1i., C2l.) (CACREP 1b., C1b.)	Practical Steps on the Path: Licensure & Supervision Guest Speaker: Mr. Lonnie Knotts Intake Coordinator Oregon Board of Licensed Professional Counselors and Therapists Putting It All together: Legal & Ethical Review Understanding Mental Health Systems, financing and Policy	Develop questions around licensure and supervision for the state of Oregon if you are planning to practice in Oregon. If not, then choose a state and provide the class with information on licensure and supervision in order for you to practice in that state.	Career Portfolio Assignment 3 Due Final Exam!!! 1 hour to complete. Complete Student Evaluations!

Appendix A – Information on Career Portfolio

Career Portfolio (25 Points Total)

Since some discussions are typically more productive and meaningful when a smaller number of students are involved, you will be assigned to a smaller discussion group for the career portfolio activities. Your Career Portfolio will include a combination of items and small-group activities that will be combined into a single portfolio and submitted in Moodle as a single Word document at the end of the semester (However, you are encouraged to complete each of the portfolio assignments by the suggested dates listed on the syllabus. Bring all of your completed assignments with you to class and you will have an opportunity to work with your small group to discuss each of these and/or complete parts of the assignments there.

The portfolio activities are designed to allow you to get to know yourself better but also practice practical activities that could be helpful for you and your clients or students in your work as a counselor in the future. This assignment includes the following items and up to **25 points** can be earned.

CACREP F.1.h; 4.a-j; Sect 5 F.1.d, 2.j, k; G.1.c, 2.c, 3.e, g, j):

Autobiography Introduction (5 Points)

You will work closely with the members of your small group during the course of this class. Therefore, it is helpful to introduce yourself to your fellow group members as you begin this course. To get you thinking ahead, provide a one-page basic outline addressing the following points in your introduction (bulleted list is fine). You can use this as a guide when you briefly introduce yourself in class. Include the following in your portfolio (may be bulleted notes).

1. **Basic Info:** Name, job title & company if currently working.
2. **Work Experience:** Share your professional work experiences that contribute to your skills as a counseling professional. Include the number of years of experience in this or other career fields, the positions you held, and the experiences or transferrable skills you gained.
3. **Other Experience:** List education, memberships, hobbies, volunteer work, or other areas where you gained experiences that may contribute to your professional development or understanding of others' career issues.
4. **Aspirations:** Describe your initial insights into your interests and future aspirations. You will complete activities through the course to explore and refine these later with your group.
5. **Career Goals:** Address the relevance of this course to your professional and personal goals/objectives
6. **Course Goals:** Identify specific things you might like to learn from this class or from your classmates.

Lifeline (5 Points)

To get you thinking about the experiences, choices, and themes that have affected your career development, you will create a lifeline and include any significant points or people that have influenced you and your career-related decisions. Also include a hypothetical future that you anticipate or desire. Let the *LoveYourCareer* article on [lifelines](#) guide your thinking and reflection. In your group, you will help each other explore your key experiences and reactions to the insights gained and whether or not this understanding of life experiences, choices, and themes helped in understanding career choices. Scan and include the lifeline you created to include in your portfolio.

Brainstorm & Career Exploration (5 Points)

As a counselor, individuals may come to you with a lack of meaning and/or direction in their life. Helping them identify the things that are meaningful can help them begin to identify possibilities for their future. Use this activity to explore your own career options within the counseling field. This is meant to be fun and creative. However, the completed self-assessments from your career counseling class may help provide insight and ideas.

First, brainstorm and write down all the things you are passionate about (they do not have to be career or work-related). Think of things that you can get lost in and forget what time it is such as the magazines, books, or shows that interest you or the activities you crave. Once you have a list of at least 8-10 items, list the possibilities of careers for Counseling and Clinical Practice that you could do with each item or a combination of items. The careers need to be realistic, achievable, and low to high-paying. Have fun creating options that might appeal to you. In your groups, you will help each other identify at least 3-5 more creative career possibilities that can be done with the interests or combination of interests. Scan and include the brainstorm activity you created to include in your portfolio. Next, using the results from your brainstorming activity and the findings from your self-assessments in career counseling, identify three career options you could pursue:

- ✓ *A dream job* where money is no option and nothing is impossible; you are able to follow your passion and find a career that provides you with real meaning.
- ✓ *A realistic job* given the limitations of reality (e.g., rent, school loans). How does reality limit your vision?
- ✓ *Another job* that you may have considered or would consider if you decided to leave the counseling field.

Using the resources from your text and online, explore the careers you identified in the three categories above. Provide a summary of the careers and include occupational information such as job titles used, job duties, education and skills required, employment outlook, job challenges, salary, and related job clusters in occupations as well as how they fit with your VIPS (Values, Interests, Personality, Skills). Briefly describe if you gained any new insights or if this information helped reinforce/deter you from any of your desired careers. Include this in your portfolio and discuss the results with your group.

Identify Your V-I-P-S

In order to make good, informed decisions about majors and careers, first look at your values, interests, personality, and skills (V-I-P-S). You won't use all of them within your career, but your BEST major and career choices allow you to incorporate many aspects of your V-I-P-S.

Values are deeply held beliefs about what you MUST have in your life for it to be worth living. Some folks want “enough” money—however they define it. Some want security or stability. Others want power or prestige. Maybe you want creativity or independence. Values act as a filter for the other pieces. It is important to identify and to consider your values as you approach career decisions since your work will influence the ways in which you can live out your values.

Interests are things you LIKE to do, can get immersed in doing, and lose track of time while involved in them. It is likely you won't use all your interests within your career. However, if you really enjoy a certain task or activity, you are likely to stick with it long enough to master it. Think about how you can incorporate your interests into your major and career planning. It will be easier to stay motivated!

Personality is your way of doing things—your style. This includes things like whether you need to be around people or need quiet time to recharge your energy level. How do you process information? Are you detail or big-picture oriented? How do you make decisions? Are you one who uses your head or your heart? Do you prefer your time to be scheduled or spontaneous? Careers can be more comfortable for people with complementary personalities.

Skills are those things you do well. These can be natural talents, strengths, or the abilities you have acquired through education or training. The abilities you do well and LOVE are called motivated skills. You may have skills using data and information, working with equipment or things, or valuable people skills. During your time at IUPUI, refine your existing skills as you develop new ones! If you struggle to identify your skills, ask yourself what you do well, where you have been successful, or even where others have sought out your help. These are your skills and strengths!

Résumé & Critiques (5 Points)

The resume offers a quick snapshot of an individual during the job search. A good one can set you apart and potentially land you an interview; a bad one equals no interview. Your résumé should cover your actual past and present experiences and be written for a job you wish to obtain currently or after graduation. It is important that this document be error-free and create a professional impression.

As a client/student embarks on a job search, you may be asked to review and offer feedback about their resume. The purpose of this assignment is two-fold. First, it is designed to give you practice in writing about your experiences in a way that will favorably impress a prospective employer; it may be helpful to highlight some of the skills and personality traits you discovered in the self-assessments from the career counseling class. Second, you will have the opportunity to review and critique other resumes to give you practice in helping others (see Appendix B for rubric).

1. Create or update your professional resume and provide copies of your resume to each of your group members; you will have the opportunity to review each group members' resume and complete the *Resume Critique Form* rubric. This will allow you the opportunity to explore ways to improve your resume and help provide feedback to others.
2. Update your resume based on the feedback you received from your group members. Include your original resume, a scan of all critiques from your group members, and your updated final resume for your portfolio.
3. Your final submission will be based on the areas covered in the rubric as well as your inclusion of the feedback provided by your group members. If you would like additional feedback from me, please make a note on your updated resume requesting more detailed feedback and/or schedule an appointment with me to go into more detail.

Cover Letter

Cover letters are valuable tools to augment your resume and allow you to highlight relevant skills or interest that may not necessarily be included in your resume or highlighted with respect to the employer's needs. This activity will give you an opportunity to create a cover letter for a current or ideal job posting.

1. Create or update a cover letter tailored to a specific position. Ensure you have highlighted the items addressed in the job description and created a great rationale for why the employer might wish to hire you.
2. Provide a copy of your cover letter to each of your group members; also provide a copy of the job description. You will have the opportunity to receive feedback to improve your letter. The feedback can be written directly on the cover letter.
3. Update your cover letter based on the feedback you received. Include your original cover letter, a scan of all critiques from your group members, and your updated final letter for your portfolio.

Informational Interview (5 Points)

A number of special populations were discussed throughout your program including issues of race, class, gender, sexual orientation, disabilities, military, etc. However, there are a variety of additional special populations that may encounter issues in the workforce as well. Counselors and career professionals in the field can provide important insights and resources about the everyday experience of working with special counseling issues or populations. Therefore, in order to practice networking through informational interviews and exploring more about a population with whom you may hope to work, conduct an informational interview with at least one professional who can provide you insights, advice, and warnings about working with that population. Informational interviews are one of the best tools for exploring a career, company, position, setting, or population and by completing them, you can increase your chances of finding and landing an ideal job! The more interviews you complete, the more insights you will gain. Let the *LoveYourCareer* article on [informational interviews](#) guide your process. For your portfolio, include proof that you met with the individual (e.g., business card, photo, contact info) and submit your list of questions and their answers (you may simply scan and submit your notes from the interview). In your groups, share your experience and the insights you gained personally and professionally by conducting this informational interview. Your list of questions should include the four required questions listed below as well as at least four additional questions that are tailored to working with that special population:

1. **Description of population** and how they vary from the majority population including their overall strengths and challenges related to career issues.
2. **Useful activities** that counselors can use with this population.
3. **Helpful resources for the special population** including helpful tools you could provide to clients to guide their career development (e.g., websites, popular articles, support groups, local or national agencies).
4. **Insights, advice & warnings** of working with this population. What new information, ideas, and insights did you gain from the professional you interviewed? What advice or warnings did they offer you as you prepared for the field and working with this population and/or issue?
5. **Your question of choice**
6. **Your question of choice**
7. **Your question of choice**
8. **Your question of choice**

IMPORTANT MESSAGE FROM YOUR INSTRUCTOR

Welcome to class! I am delighted and honored to have you in class. Pursuing a master's degree in any of the programs in the Department of Counseling Psychology is a formidable journey.

It requires students to read and understand a great deal of literature in order to achieve excellence in your program. Students are also compelled to be self-reflective and aware of their motivations and needs around entering the profession you have chosen to pursue. I hope this course stimulates and encourages you to explore possibilities and grow in multiple ways during our time inside and outside of the class. We will explore a wide range of career development topics during the semester and learn how to integrate social justice into the practice of career development through class discussions and assignments. You are encouraged to be reflective and share of yourself to the extent that you are comfortable, as well as, to discuss and critique information presented. The most critical aspect of becoming an effective social change agent is to continuously acknowledge, take responsibility, and make change regarding one's own personal privilege. It's a tough and thought provoking road to travel, but I'm confident that we will all have an adventurous and exciting time together as we co-construct knowledge and apply skills to career development. If you have any questions, please contact me via e-mail or telephone. Students with visual, hearing, physical, and/or learning disabilities, which require modification of the course curriculum, instruction, or assessment, should contact the instructor. Modifications and accommodations will be made once the student has presented documentation indicating the need and qualification for services. Cheating, plagiarism, sexual harassment, racial/ethnic discrimination and other slurs (e.g. homophobia, transphobia, heterophobia), discrimination based on internal or external characteristics, or any student misconduct that adversely affects the learning or safety of other students will not be tolerated in class or on campus. If any student becomes aware of any of these activities, or feels they have been the victim of sexual harassment, racial/ethnic discrimination, or any other act of malicious intent, please contact the instructor immediately. Graduate learning is a co-constructed experience. Attendance and active participation of each student contributes to the learning experiences of all students, thus peer engagement and feedback are essential aspects of this class. Class participation includes active attention to the social climate that will facilitate learning for all. Your participation will not be evaluated in terms of how much you talk or what you choose to reveal; however, keep in mind that it is difficult, if not hypocritical, to expect your clients to do things that you are unwilling to do yourself. ----Dr. Brown