

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

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	X
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 proactive	Demonstrates ability to perform adequate self care to enhance personal wellness and ability to attend to professional responsibility	Begins to use self care plan, learns to adapt plan when needed, and seeks supervision and personal therapy as needed.	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

		ly addresses early signs of burnout.	lities. Recognize s signs of burn out before client care is impacted. Score 2 on both	Score 1 on one or more			
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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

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

MHC 591
Professional Career Development
Summer Semester 2019
Fridays 5/31/19 & 6/14/19
9:00am – 5:30pm
York 115

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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.

This course is taught in a workshop style format. This means we will be actively planning, discussing, and working on the required assignments primarily during class meetings. While you will likely need to do some work outside of our class meetings, our goal is to be able to share our work with each other while it is in progress.

Requirements:

Course requirements will include (a) class attendance and participation, (b) a presentation on career portfolio, (c) description of self-care practice, and (d) an updated personal resume. **This course is graded on a credit/no credit basis; credit will be received if all assignments have been completed satisfactorily and you have met all attendance and participation expectations.**

Attendance:

You **must attend and participate in both classes**. Missing a partial or full day of class will result in a grade of No Credit.

Late papers and assignments: Any assignments turned in late (without previous permission) will automatically receive a reduction in grade and may result in a grade of No Credit.

Moodle:

Other readings are available on Moodle, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225.

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.
- 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.
- 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 Moodle.*

2. Developing Expertise. (30 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 write-up should be 1 - 2 pages maximum. *This assignment should be submitted via Moodle.*

3. Career Portfolio & Presentation (40 points)

The purpose of this assignment is to both prepare you for a post-graduation job search and to get you thinking and planning for your longer-term professional goals. While this assignment has several components, all narrative portions are intended to be brief (1-2 paragraphs). Bullet points are also okay and APA is not necessary.

*All of the below items should be compiled into **one** document and uploaded to Moodle.*

This assignment is made up of the following components:

- **Autobiographical Information**
 - Name, current job title and company (if applicable)
 - Work experience. Share your relevant work experience that contributes to your skills as a counseling professional.
 - Other experience. Education, volunteer work, interests/hobbies, professional memberships, and any other experience that contributes to your skills as a counseling professional.
 - Aspirations. What do you aspire to do in your current and future work as a professional counselor?
 - Career goals. List a minimum of 2-3 short-term **and** long-term career goals.

- **Brainstorm & Career Exploration**
 - While you have identified your current sort and long-term career goals, it is important to acknowledge that life, the universe, and everything thereafter can (and often will) change. You may come to a point in your life where you want to do something different. You may become burned out and need a break. You may get the “itch” to challenge yourself after finding your bearings as a professional counselor. The point of this exercise is to identify where and how your education, skills, interests, and passions can translate to a career outside of direct counseling services.
 - **Brainstorm.** Make a list of passions and interests. They do not need to be job related, income generating, or have anything to do with counseling. Don’t think too hard. Write down 8-10 items.
 - **Generate ideas.** In your small group, help each other come up with ideas for 3-5 potential careers based on your list of interests.
 - **Jobs list.** Based on the two above activities, come up with the following:
 - A **dream** job. A job where money is no object and anything is possible.
 - A **realistic** job. Given the limitations of reality (e.g. loans, life circumstance, etc.) what is a *realistic* job for you right now? How is reality in the present limiting to your professional vision?
 - An **alternative** job. What is another job you would consider if you left the counseling field?

- **Resume (and cover letter if applicable)**
 - Share a copy of your current resume with members of your small group.
 - Take time to review each other’s resumes in detail.

- For each member of your group complete the resume rubric. The purpose is to provide your colleagues with constructive feedback on the strengths and weaknesses on their resume (and cover letters).
- **Presentation**
 - During our second meeting on June 14th, everyone will be given approximately 5-10 minutes to informally present their portfolio to the class. An additional 2-5 minutes will be given for questions. You are **not** required to do an overall visual presentation (e.g. PowerPoint) but you may do so if it is helpful for you.
 - For this presentation simply walk us through your process of the above items. A verbal account is all that is necessary for the autobiographical information and the brainstorm and career exploration portions. However, you are required to put your resume up on the screen to briefly share with everyone. When sharing your resume (and cover letter if applicable) let us know what changes you made and why.

Grading Summary:

Professional Experiences	30
Developing Expertise	30
Career Portfolio/Presentation	40
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

Final grades between A and B- will receive a Credit (CR) grade. Final grades C+ and below will receive a No Credit (NC) grade. Graduate credit is not received for grades below a B-.

Students with Disabilities:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Tentative Course Schedule

Date	Topic	Readings	Assignments Due
5/31/19	Course/Syllabus Overview Constructing Your Future Professional Experiences Developing Expertise Career Portfolio (workshop/small groups) LPC Licensure Guest Speaker(s): Lonnie Knotts (OBLPCT) (AM) David Corse & Dr. Jeffrey Christensen (private practice) (PM)		Constructing your future professional experiences Developing expertise
1/26/18	Self Care Practice CADC/CGAC Professional Identity Development Putting It All together Guest Speaker(s): TBD		Career portfolio