

**Lewis & Clark College**  
**Graduate School of Education & Counseling**  
**Professional Mental Health Counseling &**  
**Professional Mental Health Counseling – Specialization in Addictions**

**MHC591 Professional Career Development | Syllabus Cover Sheet**

**Required Course Objectives**

**Professional Identity Standards (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

Instruction Methods	
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 requirement/expectation**. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up in Taskstream and the instructor provides rating for assignment. See syllabus for details.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate (F)	As evidenced by:	Program objective met:
<b>Self as Counselor</b>						
Goal 3 of 5 Maintains self care	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 burnout before client care is impacted.	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.	Internship Evaluation Items 14, 24 <b>AND</b> MHC591 Self care plan	Self as Counselor (3 of 5)
<b>Professional Identity</b>						
Demonstrates knowledge of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.		CPCE score at or above national average <b>OR</b> CPCE score below national average & course grade of A in both MHC503 & MHC591			CPCE score MHC503 Grade  MHC591 Grade	Professional Identity (1 of 6)
Demonstrates understanding of philosophy of mental health counseling		Defines area of expertise in mental health profession		Fails to complete assignment	MHC591 Expertise Paper	Professional Identity (3 of 6)

**Lewis & Clark College  
Graduate School of Education & Counseling**

**MHC 591 Professional Career Development  
Spring 2022**

Fridays, 2.4-3.4 | 1pm-4pm | Zoom & York 116

Credit: 1 semester hour

Kate Madden, MA, NCC

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(Business cell number, email is preferred  
to schedule meetings)

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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.

**Class Objectives**

1. Students will be informed about graduation requirements and will resolve any remaining questions or issues related to completion of their degree.
2. Students will learn about various approaches to supervision and will have the opportunity to apply knowledge about supervision to their current settings.
3. Students will update their resumes and identify prospective employers.
4. Students will learn about the LPC licensing process in Oregon and will have the opportunity to ask questions about licensing.
5. Students will learn about private practice, agency, and group practice settings.

**Required Readings**

There is no required textbook for this course. Required and recommended reading will be posted to Moodle.

**Course Evaluations**

Instructors must require students to complete course evaluations during class time following established guidelines of the Graduate School of Education and Counseling.

## Course Expectations

### General Policies:

This course adheres to the general policies outlined in the catalog and [Student Handbook](#) of the Lewis & Clark Graduate School of Education and Counseling. In addition, this course will follow the [COVID-19 safety protocols](#) as established by the college.

### Disability Services Statement:

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 Albany Quadrangle (503-768-7192). This contact is the necessary first step for receiving appropriate accommodations and support services. After you have submitted documentation and filled out paperwork for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Please discuss with me which accommodations will best support your learning in this class.

### Attendance:

You must attend all scheduled classes, whether in-person or online, in order to receive credit for this class.

### Assignment Submission:

All assignments will be submitted as PDFs through Moodle unless indicated in the assignment description. Please name your files using the following convention:

**FirstInitialLastName\_AssignmentTitle.pdf**

So, if Rae Smith was submitting their Professional Experiences Paper, they would submit a file named:

**RSmith\_ProfessionalExperiences.pdf**

### 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.

**Grading:** This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the [Student Handbook](#) 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 this course are determined by the following percentages:

A 94%-100%

A- 90-93%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 74-76%

F 73% or below

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

### Points Breakdown

Professional Experiences	25 points
Developing Expertise	25 points
Career Portfolio & Presentation	35 points
Self Care Plan	15 points
TOTAL	100 points

## Major Assignments

ASSIGNMENT 1 Due 2/11

### Constructing Your Future Professional Experiences (25 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.

ASSIGNMENT 2 Due 2/18

### Self Care Plan (15 points)

Self care supports your ability to ethically sustain your clinical practice. Read the article [Dear mental health practitioners, take care of yourselves: A literature review](#) (Posluns & Gall, 2020) and [Self-care is not a solution for burnout](#) (Henderson, 2022). Develop a plan that addresses domains of systems-level advocacy, self-awareness, balance, flexibility, physical health, social support, and connection with greater meaning & purpose.

ASSIGNMENT 3 Due 2/25

### Developing Expertise (25 points)

The objective of this short (no more than 2 page) 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 skills in working with clients with post-traumatic stress disorder? How would you present your expertise to a potential employer or how would you market yourself to potential clients? What you plan to do to continue to sharpen current skills and develop new ones?

ASSIGNMENT 4 Due 3/4

### Career Portfolio (35 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. All narrative portions are intended to be brief (1-2 paragraphs). **All of the below items should be compiled into one document and uploaded to Moodle.**

#### Professional Resume & Reflection

During class on 2/25, you will pair up with a classmate and share a draft of your resumes with each other. Use the resume rubric to give each other feedback. **Include a final copy of your resume in your Career Portfolio.** Write a brief paragraph or two about the feedback you received from your colleague and what, if any, changes you made in response to this feedback.

#### One-Minute Counselor Identity Statement

Ah, the dreaded "elevator pitch"! As you either go out on interviews or work on building up a private practice (or both), it is important that you are able to briefly articulate who you are, what you do, and how you work.

Read the article [Crafting a one-minute counselor professional identity statement](#) (Burns, 2017).

After reading the article, write up a one-minute counselor professional identity statement for yourself. It should be no more than one paragraph and cover the components addressed in the article.

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## Current Aspirations & Explorations of the Future

**Aspirations & Goals:** What do you aspire to do in your current and future work as a professional counselor?  
List a minimum of 2-3 short-term and 2-3 long-term career goals

**The Future:** While you have identified your current short 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 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. Write down 8-10 items. Don't overthink it.

**Generate ideas:** 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?

*An alternative job.* What job would consider if you left the counseling field?

**Reality check:** Are there ways in which your present reality may be limiting your professional vision?

## MHC 591 Course Schedule

This is a preliminary schedule. Our schedule will remain flexible and this page will be updated on Moodle as needed.

Week	Date	In Class Topics & Activities	Due
1	2/4/22	<p><b>Discussion:</b> Syllabus Q&amp;A, Looking back/looking forward</p> <p>Advocacy: Dr. Hixson/Dr. Dorn-Medeiros Interview</p>	
2	2/11/22	<p><b>Discussion:</b> Self care, community care</p> <p>Supervision</p> <p><b>Guest speaker:</b> Tever Nickerson, LPC</p>	<b>Constructing Your Future Professional Experiences</b>
3	2/18/22	<p><b>Discussion:</b> Job search, resumes, career goals Private practice</p> <p><b>Guest speakers:</b> Andrea Redeau, LPC, CADC-I Michael Ianello, MA, Professional Counselor Associate Percy Hawkes, Marriage &amp; Family Therapy Associate</p>	<b>Self Care Plan</b>
4	2/25/22	<p><b>Discussion:</b> Student loan repayment/forgiveness</p> <p>Agency, group practices, and other settings</p> <p><b>Guest speakers:</b> Victor Panza, LPC, CADC-I — Kaiser Permanente Keely C. Helmick, LPC, NCC, CADC-I—Connective Therapy Collective</p>	<b>Developing Expertise</b> - <b>Bring draft resume to class</b>
5	3/4/22	<p><b>Discussion:</b> Laws &amp; ethics, records and other paperwork</p> <p>Licensing and certifications</p> <p><b>Guest speaker:</b> Lonnie Knotts, Oregon Board of Licensed Professional Counselors and Therapists (OBPLCT)</p>	<b>Career Portfolio</b>