

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

Course Name	<u>MHC 591 – Section 1</u>
Course Number	<u>Professional Career Development</u>
Term	<u>Spring 2015</u>
Department	<u>Counseling Psychology</u>
Textbooks/Materials	<u>See attached</u>
Faculty Name	<u>Carol Doyle</u>
Faculty Phone/E-mail	<u><a href="mailto:cdoyle@lclark.edu">cdoyle@lclark.edu</a></u>
Faculty Office	<u>Rogers Hall 317</u>

**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 from CACREP standards include the following:

- Professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications (C: 1b)
- Public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health (C: B2)
- Counseling supervision models, practices, and processes (C: 1e)
- Professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems) (C: A7)
- The management of mental health services and programs, including areas such as administration, finance, and accountability. (C: A8)
- A variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision (C: A5)
- The principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (C: C1)

- Models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help) (C: C3)
- The range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network (C: C5)
- Effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling (C: E4)
- Public policies on the local, state, and national levels that affect the **quality and accessibility** of mental health services (C: E6)

**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 a credit no/credit basis. 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**  
Spring Semester 2015  
Fridays 1/16 – 2/13  
9:30 – 12:30  
York 101

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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.

**Required Texts:**

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**

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**

Pope, Mark (2006) *Professional Counseling 101: Building a Strong Professional Identity*. Alexandria, VA, US: American Counseling Association.

### Tentative Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>Jan 16</b>	<b>Course Overview</b>  <b>Your professional identity, now and in the future</b>  <b>Self Care Practice</b>		
<b>Jan 23</b>	<b>Practical Steps on the Path Licensure &amp; Supervision</b>  <b>Professional Identity Development</b>  <b>Resume &amp; Job Search Steps</b>	Hodges & Connlley (2010)  Gibson, D.M., Dollarhide, C.T., & Moss (2010)	<b>Constructing Your future paragraph due</b>  <b>Bring in Resumes</b>
<b>Jan 30</b>	<b>Career Options and Paths</b>  <b>Networking &amp; Consulting</b>	Busacca & Wester (2006)  Amatea (1991)  Corey Ch 2, 4, 6 & 7  Frank and Glied (2006)	<b>Structure of Organization</b>
<b>Feb 6</b>	<b>Understanding Mental Health Systems, financing and Policy</b>  <b>Advocacy and Social Justice as a Professional</b>	Frank and Glied (2006)	<b>Policy assignment</b>
<b>Feb 13</b>	<b>Putting It All together</b>  <b>Career Journeys</b> <b>Remembering the Balance of Personal and Professional Lives</b>	Hodges & Connlley (2010)	<b>Career Journey - Developing Expertise</b>