

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:
Self as Counselor						
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.	MHC591 Self care plan	Self as Counselor (3 of 5)
Professional Identity						
Demonstrates knowledge of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.		CPCE score at or above national average OR CPCE score below national average & course grade of A in both MHC503 & MHC591			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, 2.17-3.17 | 1pm-4pm | York 107

Credit: 1 semester hour

Kate Madden, MA, NCC, LPC

katemadden@lclark.edu | 503.389.5646

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

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. Recommended articles & other resources will be posted to Moodle.

Suggested Readings

Northrup, L.M. (2022). *Radical healership: How to build a values-driven healing practice in a profit-driven world*. North Atlantic Books.

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%	Points Breakdown	
A-	90-93%	Developing Expertise	30 points
B+	87-89%	Career Portfolio	40 points
B	83-86%	Self Care Plan	30 points
B-	90-82%		
C+	77-79%		
C	74-76%		
F	73% or below		
		TOTAL	100 points

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-.

MHC 591 Professional Career Development Spring 2022

ASSIGNMENT 1 Due 3/3 Self Care Plan (30 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 2 Due 3/10 Developing Expertise (30 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. 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? Are there trainings or experiences that you want to seek out to support your goals?

ASSIGNMENT 3 Due 3/17 Career Portfolio (40 points)

The purpose of this assignment is to both prepare you for post-graduation and to get you thinking and planning for your longer-term professional goals. All narrative portions are intended to be brief (1-2 paragraphs). **The below items should be compiled into one document and uploaded to Moodle.**

Professional Resume & Reflection | During class on 3/3, 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. Briefly write about the feedback you received from your colleague and what, if any, changes you made in response to this feedback. **Include a final copy of your updated resume in your Career Portfolio.**

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 articulate who you are and what you do well. Craft an identity statement that describes how you work, who you work well with (or are looking to work with) and why you would be a good choice for your target audience (credentials, training, experience, theoretical orientation, lived experience, etc.). It should be no more than two paragraphs.

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	2/17	<p>Discussion: Introductions, Syllabus Q&A</p> <p>So, where do you want to go from here?: Career basics</p>	
2	2/24	<p>Discussion: Private practice considerations: vision, business, community</p> <p>Guest speaker: Jules Allison, MA, LPC</p>	
3	3/3	<p>Discussion: Self care, community care, advocacy</p> <p>Supervision</p> <p>Guest speaker: Julianna Vermeys, MA, LPC, LMHC</p>	Self Care Plan
4	3/10	<p>Discussion: Student loan repayment/forgiveness Agency, group practices, and other settings</p> <p>Activity: Peer resume review for Portfolio assignment</p> <p>Guest speaker: Danielle Schwegman LPC, MAC, CGACII Outpatient Program Manager, Hazelden Betty Ford Andrea Redeau, LPC</p>	Developing Expertise - Bring resume to class
5	3/17	<p>Discussion: Laws & ethics, records, and other paperwork Licensing & certifications</p>	Career Portfolio