



**Art Therapy Program  
Career Counseling AT 560 (2 credits)**

**Instructor: Adonica De Vault, MA  
and Certified Career Counselor®  
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Office Hours: Thursdays 10AM – noon (schedule through email)**

**Course Description**

Career development theories; current career trends, concerns, and programs/interventions for diverse client populations; career counseling strategies, tools, and resources (including Web-based resources); facilitation of client awareness, choice, and action with respect to career-related issues; integration of career counseling with mental health and addictions treatment. Emphasis is on developing a broad view of career as lifestyle, the mutual impact of career and cultures, and the practical application of theory and information in a professional counseling context.

**Class Objectives**

Create a collaborative and inquiry based learning community of engaged and self-directed learners involved in discovering, learning, discussing, and presenting formal exhibitions of the dynamics of career counseling.

**(CAAHEP 2017 Standards) Required Course Objectives:**

<b>Knowledge (K)</b>	<b>Skills (S)</b>	<b>Affective/Behavior (A)</b>
1) Define theories and models of career planning and decision-making  2) Understand assessment tools and techniques, including art therapy processes, relevant to career development	1) Apply information/resources available to support client choice  2) Use approaches for assessing the relationship between career development and client match in terms of lifestyle, life roles and mental health factors	1) Value multicultural and ethical strategies for facilitating career and educational planning and development with diverse clients

### **Professional Identity Standards (CACREP 2016 Standards)**

- 4a. theories and models of career development, counseling, and decision-making
- 4b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- 4c. processes for identifying and using career, vocational, educational, occupational, and labor market information and resources, technology, and information systems
- 4d. approaches for assessing the conditions of the work environment on clients' life experiences
- 4e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- 4f. strategies for career development program planning, organization, implementation, administration, and evaluation
- 4g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- 4h. strategies for facilitating client skill development for career, educational, and life work planning and management
- 4i. methods of identifying and using assessment tools and techniques relevant to career planning and decision-making
- 4j. ethical and culturally relevant strategies for addressing career development

### **Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)**

- C2l. legal and ethical considerations specific to clinical mental health counseling

### **Methods of Instruction for this Course**

Lecture, small group discussion, large group discussion, course readings, group presentations, supervise small group work and individual/triadic supervision.

### **Required Textbook**

Refer to the packet of articles prepared for the course and attached to the syllabus. In addition, you will be sent an electronic file.

### **Departmental Attendance Policy**

Class attendance is expected and required. Missing more than ten percent of class time may result in failure to complete the class. This would be 3.0 hours for a 30-hour class (2 credits). In cases of extreme hardship, a grade of incomplete may be given for an assignment or the entire course, at the discretion of the instructor. In order to remove the incomplete, work must be documented appropriately and stated deadlines met.

## **TOTAL Points for the Career Counseling Course = 125 points**

### **GRADING CRITERIA**

94% = A 80% = B-

90% = A- 77% = C+

87% = B+ 73% = C

83% = B 70% = C-

**Instructional Process:** This course will function in a seminar/collaborative learning format where participants will actively contribute to discussions. Students are responsible for leading text discussions and case studies.

**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. This includes adherence to the following policies: Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination); Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct); Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

**Disability Services Statement:** If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in Albany Quadrangle (503-768-7192). 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.

**Attendance:** Mandatory for each class. All assignments must be completed, including class work. **Call or email before class** for excused absence and for assignment of additional work. One absence is allowed with notification. Two absences will result in a failing grade for the course. Please be on time. I will not be recording class sessions; however, I will email copies of PowerPoints used after the session.

**Other electronic devices are to be turned off or silenced.** You will have the opportunity on breaks to respond to texts or voice messages. The expectation is that students will fully participate in discussions or presentations.

**Participation:** As noted earlier, this class will function in a seminar/collaborative learning format; therefore, breakout discussion groups will be used frequently. This will rarely be a lecture class. Active participation of all students is important. Participation will be evaluated not only on the quantity of what you say but also on the quality of your contributions to class and group discussions.

**Professional Integrity:** Students will maintain a continuing capacity for openness to points of view, theories, experiences and perspectives different from their own. Students will work to understand and demonstrate the ability to balance their own judgments and worldviews with accountability for professional knowledge and behavior. Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and/or points of

view. I ask and expect that alternative points of view that are presented by others be given consideration. We will treat one another thoughtfully and in a professional manner.

**Assignments:** All assignments are evaluated on effort, professional quality, completeness, and timeliness. Please take advantage of electronic tools to check spelling and grammar. Punctuation is also important and may alter the interpretation or meaning of your work if not used appropriately. Citations should be in APA format, following the styles indicated in *APA's Publication Manual*, 7<sup>th</sup> Edition.

**Late assignments** are accepted with **prior** approval of instructor. However, the grade will be lowered at a rate of one letter grade (10 points) per day for late assignments.

**If you have any questions regarding these policies, please speak to me and ask for clarification.**

### **Course Assignments**

**Assignment 1: This assignment has two parts: To consider your career autobiography including Family Career History, Social Identity and Cultural Context. Part 1: Craft a Career Collage/Auto-biography | Charting Your Career Life. Part 2: Reflect upon your collage for the writing assignment. (25 pts.)**

**Due: 6/2**

#### **Overview**

**In part 1 of this exercise**, you will consider some of the events that have influenced your personal development and create a collage. Our lives in many ways reflect the events that have happened as we mature. Some events force us in one direction, while others may cause us to resist and move in an opposite direction. It is important when planning your future to look at your history. Make a list of the people, places and events that have been important in shaping your life. Consider your gender, race and ethnicity – how may these forces have influenced your direction? Use old photographs; bring up memories of conversations with your family and friends – both new and old - which may assist you in recalling major events. Some significant things you might include are: economic status; childhood events; religious or spiritual influences; political influences; starting school and subjects you enjoyed; sports, musical, artistic or theatre activities you participated in; moving; close friends; deaths, births, marriage, divorce; accomplishments; jobs you may have had; college and your major.

**For completion of part 2 of this exercise**, reflect on your collage and ask yourself questions.

#### **Be sure to respond to the following:**

Think about the values and attitudes that matter most to you. Consider how you formed these beliefs – in what ways did your culture influence them? Many believe the most powerful forces in a society include religion, gender roles, attitudes towards sexual identity, social status/class, job opportunities, wealth/poverty, politics, authority figures, stereotypes/ethnic identity. How will your awareness of the influences in

your life shape your counseling work?

The issue of social class is important in shaping our understanding of the cultural context of career development. Discuss the importance of social class in shaping your understanding of cultural context and why this understanding is important in career counseling.

Where do you imagine yourself upon graduation – in a clinic? Private practice? What population will you be working with? How will you get there and who will be your support?

Use the Career Autobiographical Workbook to guide your work. Take a photo of your collage to include with your paper. Your paper should be no more than 3-4 pages, double-spaced, 11-12 point font, and typical margins.

**Assignment 2: Career Intake Form, Client Interview, and Client Case Note (25 pts.)**

**Due: 6/30**

1. Develop a ***Career Counseling Intake Form***. Include in your intake form a place to ask your client about presenting challenges, demographic information which may include questions about locations or identities (**i.e. Race, Nationality, Ethnicity, Class, Religion or Spiritual Beliefs, Biological Sex, Gender, Sexual/Affectional Orientation, Ability, Age**).
2. Meet with your group (your triad) and decide who will interview, who will participate as the “client” and who will serve as the observer and note taker. In your triad, you will act in each one of the 3 roles, rotating amongst yourselves.
3. Develop a client profile using the client career intake form. The client profile summarizes the intake process that includes client background information and any information that will help develop career counseling goals and a plan to help support the client.

**Assignment 3: Career Counseling Art Therapy Project (50 pts.)**

**Due: 7/7 and 7/14 IN CLASS PRESENTATIONS**

In this assignment you will be asked to create an art therapy tool to use with a client – *I will randomly assign you each a client*. You will write a paper describing your project’s goal and the ways in which you intend to provoke and/or illicit forward movement in your client’s challenges with their career process. Your presentation should be roughly 15 minutes in length (no shorter than 10 and no longer than 20 minutes); and your paper outlining your approach should be no more than 3-4 pages, double-spaced, 11-12 pt font, and typical margins.

**Characteristics:** Provide a brief description of the client; describe the warm up activity, art therapy tool and the results intended. What will the tool reveal to you about your client’s professional goals? Personality? Values? Skills?

**Career Theory and Intervention:** Explain which career theory you used to conceptualize your tool and the development plan with your client.

**Goals:** What are your intended/expected outcomes? Identify any new goals for the future based on this experience. How will this information be useful to you as you pursue your career as an art therapist?

Course Assessment	Points
Attendance and participation	25
Assignment 1	25
Assignment 2	25
Assignment 3	50
Total	125

**Grading:** This course is graded in accordance with the grading policy of the Art Therapy program in the Graduate School of Education and Counseling, available for viewing in the Student Handbook.

### 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 Schedule** (Schedule will remain flexible and at the prerogative of the instructor)

Week	Date	In Class Discussion/Activity(ies)	PREPARE for NEXT session
1	5/12	Introductions   Syllabus   Readings  Activity 1: Start Where You Are	<b>Readings:</b> Gladding, Samuel. "Art in Counseling."  Stallings, Jessica Woolhiser. "Collage as an Expressive Medium in Art Therapy"
2	5/19	Roots, Growth, and Trends of Career Development  Activity 2: Then and Now Collage	<b>Readings:</b> Dye, Lorette. "The Universal Theory Approach to Working Across Cultural Boundaries."
3	5/26	Cross-Cultural Perspectives in Career Development  Experience: Social Identity & Ted Talk	<b>Readings:</b> Davis, Barbara Jean. "Positive Psychology." In Mindful Art Therapy: A Foundation for Practice, <b>and</b> , On Becoming a Mindful Art Therapist, <b>and</b> A Note About Music 141-163. London:

			Jessica Kingsley Publishers, 2015.
4	6/2	Career Development Theories – Part I  Activity 3: Exploration of Personal Narratives	<b>Readings:</b> Riley, Shirley and Cathy A. Malchiodi. "Solution-Focused and Narrative Approaches." In Handbook of Art Therapy, edited by Cathy A. Malchiodi, 103-113
5	6/9	Career Development Theories – Part II  Activity 4: Passion	
	6/16	Career Counseling Process and Career Intake  Activity 5: Obstacles and Barriers	<b>Readings:</b> Miller, Gretchen. "Art Therapy with Adolescents." In Handbook of Art Therapy, edited by Cathy A. Malchiodi, 241-262. New York: Guilford Press, 2012.
6	6/23	Career Counseling Strategies and Techniques  Information, Technology, and Career Information Resources  Activity 6: Relating to Others Activity 7: Review	<b>Readings:</b> Currie, Ennaea. "Constructing a Future: Art Therapy Interventions on the Path to Professional"
7	6/30	Designing and Evaluating Career Development Intervention Programs	
8	7/7	Presentations	
9	7/14	Presentations	<b>Readings:</b> Malchiodi, Cathy A. "Art Therapy and Career Counseling: Strategies for Art Therapy Job Seekers."
10	7/21	Resumes, Cover Letters, Portfolios  Time to Complete Student Evaluations	

## **Readings for Career Counseling for Art Therapists**

### **AT-560-11 Career Counseling**

#### **Preparing for Session 2**

Gladding, Samuel. "Art in Counseling." In Handbook of Art Therapy, edited by Cathy A. Malchiodi, 263-274. New York: Guilford Press, 2012.

<https://library.lcproxy.org/login?url=https://ebookcentral.proquest.com/lib/lewisclark/reader.action?docID=800605&ppg=280>

Stallings, Jessica Woolhiser. "Collage as an Expressive Medium in Art Therapy." In The Wiley Handbook of Art Therapy, 163-70. Chichester, UK: John Wiley & Sons, 2015.

<https://library.lcproxy.org/login?url=https://ebookcentral.proquest.com/lib/lewisclark/reader.action?docID=4042972&ppg=197>

#### **Preparing for Session 3**

Dye, Lorette. "The Universal Theory Approach to Working Across Cultural Boundaries." In *Art Therapy Across Cultural Boundaries*, 67-120. London: Jessica Kingsley Publishers, 2017.

<https://library.lcproxy.org/login?url=https://ebookcentral.proquest.com/lib/lewisclark/reader.action?docID=4898690&ppg=69>

#### **Preparing for Session 4**

Davis, Barbara Jean. "Positive Psychology." In *Mindful Art Therapy: A Foundation for Practice; On Becoming a Mindful Art Therapist*; and, A Note About Music. 141-163. London: Jessica Kingsley Publishers, 2015.

<https://library.lcproxy.org/login?url=https://ebookcentral.proquest.com/lib/lewisclark/reader.action?docID=2036592&ppg=143>

#### **Preparing for Session 5**

Riley, Shirley and Cathy A. Malchiodi. "Solution-Focused and Narrative Approaches." In Handbook of Art Therapy, edited by Cathy A. Malchiodi, 103-113. New York: Guilford Press, 2012.

<https://library.lcproxy.org/login?url=https://ebookcentral.proquest.com/lib/lewisclark/reader.action?docID=800605&ppg=120>

#### **Preparing for Session 6**

Miller, Gretchen. "Art Therapy with Adolescents." In Handbook of Art Therapy, edited by Cathy A. Malchiodi, 241-262. New York: Guilford Press, 2012.

<https://library.lcproxy.org/login?url=https://ebookcentral.proquest.com/lib/lewisclark/reader.action?docID=800605&ppg=258>

#### **Preparing for Sessions 7, 8 and 9**

Currie, Ennaea. "Constructing a Future: Art Therapy Interventions on the Path to Professional Fulfillment." Master's thesis, Concordia University, 2011.

[https://spectrum.library.concordia.ca/id/eprint/15132/1/Currie\\_MA\\_F2011.pdf](https://spectrum.library.concordia.ca/id/eprint/15132/1/Currie_MA_F2011.pdf)

#### **Preparing for Session 10**

hus, Jil. "Inside Out: Mask-Making and the Counseling Student Identity." PhD diss., Walden University, 2021.

<https://scholarworks.waldenu.edu/dissertations/9872/>

Malchiodi, Cathy A. "Art Therapy and Career Counseling: Strategies for Art Therapy Job Seekers." *Art Therapy* 21, no. 1 (2004): 30-37.

<https://library.lcproxy.org/login?url=https://www.tandfonline.com/doi/pdf/10.1080/07421656.2004.10129320?needAccess=true>