

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

**MHC540 Career Counseling | Syllabus Cover Sheet**

**Required Course Objectives      *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 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)***

- C2I. 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	
DVD/Video Presentation	
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor/Guest Lecturer	
Off-Campus/Field Visit	
Other:	

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

**MHC 540-01 Career Counseling**

Tuesdays, 9.19-11.21 | 9am-12pm | York 107

Credit: 2 semester hours

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

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**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, inquiry-based community of engaged, reflective, and self-directed learners involved in learning, discussing, understanding, and presenting on the dynamics of career counseling.

**Required Text**

Tang, M. (2019). *Career development and counseling: Theory and practice in a multicultural world*. Sage.

Hill, J., Testa, J., Baquet, S., Muirhead, K. (2021). Implementing a social justice leadership framework in career counseling. *The Career Development Quarterly*, 69. doi: 10.1002/cdq.12277

**Required Assessment Tool**

Strong Interest Inventory (SII) – a link will be provided by the instructor.

**Recommended Readings:**

My teaching style is rooted in responding to the needs of the class. This means adapting to the questions, conversations, and processes that develop in real-time. There may be other readings or learning materials assigned as themes emerge or events unfold.

On Moodle, there are also suggested readings and additional resources; these are marked as additional materials and are not required for the course but are instead intended to support your clinical development.

**Instructional Process**

This course will function in a seminar/collaborative learning format. You are expected to actively and thoughtfully contribute to discussions. Students are responsible for leading text discussions and case studies, as well as participating in counseling practice with fellow students.

**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

### 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 4.5 hours of a 45-hour class (3 credits), or 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 such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

### 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.

### 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

If you need to miss a class, **email me at least one hour prior to the class start time.** One absence is allowed with prior notification, in accordance with department policy. Two absences may result in a failing grade for the course. You may be assigned additional work for an excused absence. **Class starts at 9am; please be on time and ready to participate.**

### Participation

**This course is heavily participatory and requires students to engage in both discussion and experiential training methods.** Students are expected to attend class in order to participate in technique practice and exploring the topics covered in class. It is also expected that students have done the assigned readings prior to that class meeting. Participation will be evaluated on your active engagement and the quality of your contributions to class and group discussions.

### Devices

All electronic devices are to be **turned off, silenced, and out of sight during class** unless explicitly needed for a class activity. You will have an opportunity to check your devices during breaks.

### Assignment Evaluation

Your work will be evaluated on depth, effort, professional quality, completeness, and timeliness. Please take advantage of electronic tools to check spelling and grammar, but don't underestimate the value of a final proofreading! Punctuation is also important and may alter the meaning or interpretation of your work if not used appropriately. Citations should be in APA format, following the styles indicated in APA's *Publication Manual*, 7th Edition. Late assignments will be accepted **with prior approval**; however, your assignment grade will be lowered at the rate of one letter grade per day for late assignments.

### Assignment Submission

All assignments will be submitted through Moodle unless indicated on the assignment sheet. Please name your files using the following convention:

**FirstInitialLastName\_AssignmentTitle.pdf**

So, if Chris Smith was submitting their Assessment Interpretation Reflection, they would submit a file named:

**CSmith\_InterpretationReflection.pdf**

### Professionalism

As a future professional counselor, you are expected to maintain a capacity for openness to points of view, theories, experiences, and perspectives that are different from your own and to demonstrate the ability to engage in thoughtful, open dialogue with people who carry or hold other perspectives. You are expected to behave in ways that show respect for the other person and their point of view. You will work to understand other perspectives and demonstrate the ability to balance your own worldviews and judgements with accountability to professional knowledge and behavior.

**Please keep eating and/or drinking during lecture, discussions, and other class activities to a minimum to reduce unnecessary distractions.**

### 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).

#### Grading Criteria

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

#### Points Breakdown

Intake Form &, Case Note	30 points
Career Assessment & Interpretation Reflection	30 points
Group Presentation	40 points
Participation	20 points
<b>TOTAL</b>	<b>120 points</b>

## Career Counseling Demonstration

You will be partnered with two class colleagues for the Career Counseling Demonstration assignment. This assignment involves being in turn a counselor, a client, and an observer over two separate class periods.

### Intake Session, Case Note & Reflection

**Due 10/31 (30 pts)**

You will develop a set of intake questions and use this tool to guide an intake interview with your partner (to be completed by 10/17 for use in your Career Intake Interview Session). Include questions that will identify:

Presenting concerns (career & other)

Salient demographic information, which might include visible and non-visible social locations and identities such as race, nationality, ethnicity, class, religion or spiritual beliefs, biological sex, gender identity, sexual/affective orientation, ability status(es), age

How family and social influences, life roles, physical & mental health, etc. have impacted career concerns

Using the intake form you have developed, you will conduct an intake interview with your partner. Intake interviews will be conducted during class time on 10/24. You will then write a case note summary of your intake interview for me to read as your "supervisor." Your summary should be **no more than one single-spaced page**. You will submit both your intake questions and a completed case note summary based on your interview on 10/31.

Additionally the session, you will write a **1-2 page reflection paper (double-spaced, 11-12pt font, 1" margins)** on the experience that also addresses the following questions:

What was your experience in the counselor role gathering information about your client? Were there any surprises between how you thought the session would go and the reality of the session? Any additional questions you wish you had asked?

What was your experience in the client role sharing about yourself? How might this influence how you conduct intakes with clients?

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### Assessment Interpretation Session & Reflection

**Due 11/21 (30 pts)**

Using what you learned about your partner from both their intake session and from the results of their Strong Interest Inventory (SII), you will engage with them in an assessment interpretation session.

After the session, you will write a **2-3 page reflection paper (double-spaced, 11-12pt font, 1" margins)** that addresses the following questions:

What was your experience in the counselor role providing an interpretation of results? How did the information gathered in your intake session support your understanding of the assessment results?

How might your interpretation support your client in clarifying their goals? How does what you both learn from the assessments clarify or broaden what you learned in the intake interview?

What was your experience in the client role receiving your partner's interpretation? What did your results reveal to you about your interests, values, skills, or strengths? How will this information be useful to you as you pursue your career as a counselor?

What is the value to both counselor and client in using these types of assessments? What are the challenges?

## Group Presentation

**(40 pts)**

In partnership with class colleagues, you will present about career counseling considerations for specific populations. Following your presentation, you will lead a discussion of the topic.

You may use textbook content as a starting point, but you are expected to bring in additional outside research, your group's interpretation of the subject, and to demonstrate critical thinking about your assigned subject area.

A Google Slide document will be used for the presentation. Please make sure that all of the information below is included in the presentation:

- Group's historic & current experience in the world of work (barriers, advantages, specific laws or events, etc.)

- Unique strengths, concerns and features of the group

- Impact of individual, group, and societal factors on group members' career perspectives, values & experiences

- Organizations, resources, or initiatives that support or advocate for the interests of the group

- Recommendations for employers in improving the experience of a member of the group

- Considerations for a career counselor working with a member of the group

In addition, your group will prepare a resource list of at least **5 career-related resources that you would suggest to a client from this population**. Resources may include: online articles, podcasts, books or workbooks, and self-assessment/self-discovery tools. Provide a brief description of the resource and be prepared to explain why you would suggest it to your future client during your presentation.

Plan to take about **45 minutes of class time** for your group presentation & discussion.

**Each student in your group needs to show leadership during the presentation.** As part of the assignment, you will submit an assessment of both your contribution and the contribution of your group members. An evaluation form is available on Moodle which you must complete and submit after your presentation.

Topics and groups will be assigned on the first day of class.

### Topics will include:

- Career Concerns for Racially Marginalized Clients

- Impacts of Gender & Gender Identity on Career

- Career Concerns for LGBTQ+ Clients

- Career Concerns for Clients Living with Disabilities

- Career Concerns for Older Clients

## Course Schedule

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

Week	Date	Topic	Readings for Next Class	Due
1	9/19/23	Introductions, Syllabus Review  What is Career Counseling & Why Should You Care?  Triads & Presentation Groups to be assigned in class	Chapters 1 & 2	
2	9/26/23	Historical Influences on Career Counseling & Client Career Experiences	Chapter 4	
3	10/3/23	<b>Modern Theories &amp; Models:</b> Trait & Factor, Developmental	Chapter 5	
4	10/10/23	<b>Postmodern Theories &amp; Models:</b> Social Learning, Cognitive & Constructivist	Chapters 3, 6 & 7; Hill, et al. 2021 (on Moodle)	
5	10/17/23	<b>Career Counseling Process:</b> Intake & Assessment; Ethics		
6	10/24/23	<b>Intake Interview Sessions</b>	Chapters 8 & 9, 15	Complete SII (from emailed link)
7	10/31/23	<b>Career Counseling Process:</b> Interventions & Resources  Assessment Interpretation Demos: SII and O*NET My Next Move		Case Note Summary, Intake Questions & Reflection Paper
8	11/7/23	<b>Assessment Interpretation Sessions</b>		
9	11/14/23	Group 1, 2 & 3 Presentations		Group Evaluation
10	11/21/23	Group 4 & 5 Presentations  Course summary & evaluations		Assessment Interpretation Reflection Paper; Group Evaluation