

## **Career Development and Life Style Counseling**

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### **MHC 540 – Career Counseling**

**Credit: 2 semester hours**

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.

### **MHC 540 Career Counseling**

1. Career development fundamentals, theories and decision-making models;
2. Career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
3. Career development program planning, organization, implementation, administration, and evaluation;
4. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
5. Career and educational planning, placement, follow-up, and evaluation;
6. Assessment instruments and techniques that are relevant to career planning and decision making;
7. Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
8. Career counseling processes, techniques, and resources, including those applicable to specific populations;
9. Ethical and legal considerations.

### **Required Textbook:**

Career Theory and Practice: Learning Through Cases Studies

Jane L. Swanson and Nadya A. Fouad, 2014

### **Required Assessment Tools:**

Strong Interest Inventory, Myers-Briggs Type Indicator (MBTI), StrengthsQuest. Provided through the instructor.

### **Professionalism**

**A). Instructional Process:** This course will function in a seminar/collaborative learning format where participants will actively and knowledgeably contribute to discussions. Students are responsible for leading several of the class in text discussions and case studies. Students will evaluate the performance of colleagues in these student-led discussions.

**B). 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. Two absences fail class.

**C). Participation:** Because this class will function in a seminar and roundtable discussion format and not a lecture class, the active participation of all students is required. Participation will be evaluated not only on the quantity of what you say but also on the quality of your contribution to class and group discussions.

**D). Professional Integrity:** Please be diligent in using proper source citation for all work (APA style) and giving credit when and where due.

**E). Assignments** are evaluated on effort, professional quality, completeness, and timeliness. **Late assignments** are accepted with prior approval of instructor. Grade may be lowered for late assignments.

### **Departmental Attendance Policy**

Class attendance is expected and required. Any missed class time will be made up by completing extra self-designed assignments and approved by the instructor. 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), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) 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.

### **Class Evaluation**

#### **Career Profile Presentation**

A). *Class discussions* on aspects of the development of the Client Career Profile. **10 points**

B). *Intake Interview Report/Reflection* using the Client Career Profile . **20 points**

#### **Career Development for Individuals/Triad Work**

A). *Triad Work including profile, interpretation, and reflection paper* detailing intake information and interpretation of MBTI and/or Strong Interest Inventory. **35 points**

B). *Theorists Respond.* Work in groups and reflect on client profiles as a theorist. **10 points**

#### **Career Counseling Techniques**

A). *Leadership.* Lead chapter review from text. This includes case studies review. You may design an activity or develop your own stirring discussion questions. As teams, all students need to show leadership. **25 points**

#### **Active Participation**

**20 points**

#### **Final Paper**

**30 points**

**TOTAL 150 points**

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### **GRADING CRITERIA**

135 – 150 points      A  
125 – 134 points      B  
120 – 124 points      C  
below 119 points      D

## Assignments for MHC 540

### Career Profile

The second evening of class, we will discuss and design what a client career profile might look like and include. From there, each student will find one adult, over the age of 30, who is interested in supporting your work as a developing career counselor. Please choose someone outside of the Lewis & Clark Graduate School program. This should be an adult other than your partner or family member. Your “client” should understand that this is for practicing intake procedures and will not involve any additional follow-up conversations. ***This is due on June 1<sup>st</sup> and is worth 20 points.***

Additionally, you will write your own career profile using the instrument we have developed. This profile will become a product for your use during the assessment interpretations as well as useful in your own personal reflection and preparation for a job search. You should use this reflection/writing experience to begin to integrate personal life and career life from your own point-of-view.

### Career Development for Individuals/Triad Work

**In your Triad, every student will participate in all three roles:**

**Counselor:** Interpret the MBTI or Strong Interest Inventory for one of your triad members. To do this effectively, you will need to discuss your team member’s client profile with him/her prior to reviewing both sets of results from the Strong & MBTI.

**Client:** Experience having your MBTI or Strong interpreted by one of your triad members. You will discuss with your counselor your career profile prior to learning the results of the inventory(ies). Allow yourself to experience the vulnerability of your profile and the interpretation of the results.

**Observer:** You will take notes for the counselor. What went well in the interpretation? What suggestions would you make? Be sure to point out observations such as counselor body language, listening skills, reflection questions, and responses from counselor to client and client to counselor.

Each of these interpretations should take approximately 55-60 minutes – *which does not include* 10-15 minutes of feedback from the observer.

**Paper Report and Reflection:** Each student will write an independent 4-5 page, double spaced, 11-12 point font, 1” margins that includes knowledge gained from each vantage point (counselor, client, observer); insights into your own counseling practice; challenges you have yet to address in career counseling. ***This paper is due on July 6<sup>th</sup> and is worth 35 points.***

### Career Counseling Techniques and Leadership

In a partnership with class colleagues, you will present a chapter from the text and lead the discussion on case studies included in the chapter. You may design an activity or develop your own stirring questions for discussion. Each student needs to show leadership. ***Worth 25 points.***

### Final Paper

You may use all the materials from the course and others if you choose (please properly site). Students must work alone on the final paper. ***The final paper instructions will be given out in class on July 6<sup>th</sup> and the paper will be due the last session of class July 20<sup>th</sup>. Final paper is worth 30 points.***

## **Counseling Psychology Course Structure Guidelines**

For the purposes of this policy, the term 'instructor' applies to both full faculty and adjunct faculty. All instructors are expected to follow the policies on the Graduate Faculty Resources website, located at [http://graduate.lclark.edu/faculty/resources/forms\\_and\\_resources/](http://graduate.lclark.edu/faculty/resources/forms_and_resources/)

### **Class Meetings**

Classes must start and end according to the information in WebAdvisor. This applies to both individual sessions and actual dates of class. The graduate school does not have a finals week. The number of sessions of a course may vary and need to be worked out in collaboration with program directors for all applicable programs. Commons courses will take all program needs into account when and if possible. Instructors must meet with their classes for the required number of hours, listed below:

1 semester hour = 15 hours

2 semester hours = 30 hours

3 semester hours = 45 hours

4 semester hours = 60 hours

Supervision courses offered at the Lewis & Clark Community Counseling Center may conform to the operating hours and service provision needs.

### **Syllabus**

Each course needs to have a syllabus consistent with accreditation and graduate school standards. Syllabi must be emailed to CPSY office staff by the course's start date, and given to the students at the beginning of each course. For required content of syllabus, please see the Graduate School of Education and Counseling's Graduate Faculty Resources Handbook.

### **Instructor Attendance**

Instructors should be present for all class sessions, including times when guest speakers are presenting. In the unlikely event that an instructor needs to be absent for professional reasons, a substitute for class needs to be arranged in advance. If an instructor needs to cancel a session, they need to contact the CPSY office. The office staff will email the students and appropriate program director(s). Missed class time must be made up either through another class session or through an additional activity to be determined by the instructor.

### **Course Evaluations**

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

**MHC 540 – Career Counseling, Spring 2015 Agenda** *(may be revised by instructor as needed)*  
*May 11<sup>th</sup> – July 20<sup>th</sup> 2015*

<b>DATE</b>	<b>First Hour</b>	<b>Second Hour</b>	<b>Plus</b>	<b>On Your Own</b>
May 11th	Introduction to Career Counseling  Career Genogram	Career Genogram (cont.)	Course Syllabus; Business; and, Group Assignments	Read Chapter 1. Complete StrengthsQuest. Print your SQ results & bring hardcopy to class May 18 <sup>th</sup> .
May 18th	History of Career Counseling  Discuss Chapter 1: Career Counseling	Develop career intake form	StrengthsQuest facilitation	Conduct 45-minute career interview with someone over 30 and prepare 1-page intake report and 1-2 page reflection. Due June 1 <sup>st</sup> . Read Chapters 2, 5 & 6.
May 25 <sup>th</sup>	NO CLASS – Memorial Day			
June 1 <sup>st</sup>	Discuss career interviews  Discussion Chapter 2: Cultural Contexts and Career Counseling	Presentation of Chapter 5: The Delivery of Culturally Responsive Career Counseling  Case Studies: Chapter 5	Presentation Chapter 6: Holland’s Theory of Vocational Personalities & Work Environments  Case Studies: Chapter 6	Chapters 7, 8 & 9
June 8 <sup>th</sup>	Presentation Chapter 7: The Theory of Work Adjustment  Case Studies: Chapter 7	Presentation Chapter 8: Super’s Developmental Theory  Case studies: Chapter 8	Presentation Chapter 9: Gottfredson’s Theory of Circumscription and Compromise  Case Studies: Chapter 9	Chapters 3, 10 & 11
June 15 <sup>th</sup>	Presentation Chapter 10: Social Cognitive Career Theory	Presentation Chapter 11: Emerging Approaches/Mark Savickas and Career	Chapter 3 Discussion: Testing and Assessment	Complete Strong Interest Inventory and MBTI

	Case Studies: Chapter 10	Construction & the Life Design Paradigm		
		Case Studies: Chapter 11		
June 22 <sup>nd</sup>	Strong Interest Inventory History  Interpretation of Strong	MBTI History  Interpretation of MBTI	Triad Meeting – Instructions on meetings and interpretations	Hold assessment interpretation meetings (3 @ 55-60 minutes with 10-15 minutes ADDITIONAL feedback from observer). Report and reflection due July 6th.  Chapters 12 & 13
June 29 <sup>th</sup>	NO CLASS – Instructor at National Career Development Association (NCDA) conference			
July 6 <sup>th</sup>	Discuss Triad Meetings and experience with paper  Discussion Chapter 12: Ethics & Professional Issues Integrating Career Dev. In Different Settings  Ethical Vignettes	Discussion Chapter 13: Information about the World of Work  Case Studies: Chapter 13	Final Paper Instructions	Chapters 14  Review and bring to class the career profile you wrote for the class – we will use these again on July 20 <sup>th</sup>
July 13 <sup>th</sup>	Chapter 14: The Intersection of Career and Noncareer Issues	Theorists Respond	Theorists Respond (cont.)	Chapter 15
July 20 <sup>th</sup>	Chapter 15: Summary and Integration	Review	Guest Speaker	Final Paper is due