

**Lewis & Clark College  
Professional Mental Health Counseling Program  
MHC 540 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, avocational, 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

**Key Required Assignments/Student Learning Outcomes**

This assignment is required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. This assignment is set up in Taskstream and the instructor provides rating for assignment. See syllabus for details.

| Professional Identity                                                                         |                | Proficient (A)                                    | Benchmark (B)                                           | Emerging (C)                               | Inadequate /Fail | As evidenced by:                                                   | Evaluation and Remediation                         |
|-----------------------------------------------------------------------------------------------|----------------|---------------------------------------------------|---------------------------------------------------------|--------------------------------------------|------------------|--------------------------------------------------------------------|----------------------------------------------------|
| Goal 4 of 6                                                                                   |                |                                                   |                                                         |                                            |                  |                                                                    |                                                    |
| Demonstrates ability to complete a career assessment and give feedback to client in role play | Practicum Year | Scores Effective or above in all 5 areas assessed | Scores: Effective (3) or above in 4 of 5 areas assessed | Scores below 3 in 2 or more areas assessed |                  | MHC 540 Triad role play assignment<br>Practicum Evaluation Item 39 | Assessment Chair Review/<br>Referral to BRC or ARC |

**Instructor:**

Adonica De Vault, MA

devault@lclark.edu

Office 503.768.7069

Cell 503.805.5995 *Please text me on this line **after 4PM** on the day of class if you will be late or unable to attend.*

**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.

**Required Textbook**

Career Counseling: A Holistic Approach, Vernon G. Zuner, 2016 with additional resources through Cengage Learning. These materials must be purchased in the college bookstore and are unavailable through any other resource.

**Required Assessment Tools:**

Strong Interest Inventory and Myers-Briggs Type Indicator (MBTI) - 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 text discussions and case studies.

**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. One absence is allowed with notification. Two absences fail class. Be on time.

**All electronic devices are to be turned off or silenced.** You will have the opportunity on breaks to respond to texts or voice messages. Laptop computers are rarely necessary; the expectation is that students will be fully participating in discussions or presentations – particularly when other students are presenting.

**Please keep food during lecture, conversations, role playing, case studies to a bare minimum. This is to eliminate unnecessary distractions.**

**C). *Participation*:** Because this class will function in a seminar and roundtable discussion format and rarely 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*:** Students will maintain a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own.

Students will 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. Consideration of the merits of other alternative points of view will be done in a thoughtful and professional manner.

**E). *Assignments*** are evaluated on effort, professional quality, completeness, and timeliness. Please take advantage of and use your spellcheck. Punctuation is also important in its use and may alter the interpretation or meaning of your work – use this appropriately.

**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. 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). In case of extreme hardship and 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.

### **Class Evaluation**

**Reflections using MindTap** (3 @ 10 points each) **30 points**

**Intake Interview** (1w/another adult; 1w/yourself) **15 points**

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

*Client Profile* detailing intake information and interpretation of MBTI and/or Strong Interest Inventory. Triad work/paper. **35 points**

### **Career Counseling with Unique Populations**

*Leadership.* Lead chapter review from text. This includes case studies review. You may design an activity or develop your own discussion questions. As teams, all students need to show leadership. **20 points**

**Active Participation (5 points per session)** **50 points**

**TOTAL 150 points**

### **GRADING CRITERIA**

|                  |   |
|------------------|---|
| 130 – 150 points | A |
| 115 – 129 points | B |
| 100 – 114 points | C |
| below 100 points | D |

### **MindTap**

Course Name: CPSY 540 – Spring 2016

Course Key: MTPQ-R1HP-5KX4

Student Registration URL: <https://login.cengagebrain.com/course/MTPQ-R1HP-5KX4>

### Reflections using MindTap

There will be certain assignments to be completed using your MindTap Resource. This is in an effort to save paper. These reflections are to be considered opportunities for you to reflect upon and respond to the material in a thoughtful and interactive way. While points will be considered for the depth and insight shown in the reflection and is an opportunity to freely write, please be careful to review for professionalism.

### Intake Interview

You will conduct one interview with an adult over the age of 30. This person may not be from the counseling psychology program or your partner (think a friend, family member or neighbor). You will complete an intake on yourself and give it to your “counselor” for the Triad Work. *The first part of this assignment (other adult) is due Feb 15<sup>th</sup>. Worth 15 pts.*

### 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 group members. To do this effectively, you will need to discuss your client’s profile prior to reviewing results from either the Strong or MBTI (your “client” decides which instrument to be interpreted).

**Client:** Experience having your MBTI or Strong (you decide which) interpreted by one of your group members. You will discuss with your “counselor” your career profile prior to learning the results of the inventory. 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. Ask the client to discuss the experience – what went well from this point of view? What was missing?

Each of these interpretations should take approximately 55-60 minutes – *which does not* include 15 - 20 minutes of feedback from the observer.

Paper 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 reflection is due on Feb 29<sup>th</sup> and is worth 50 points.*

### Career Counseling with Unique Populations

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