

**Lewis & Clark College**  
**Professional Mental Health Counseling Program**  
**MHC 540**  
**Career Counseling**  
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**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
<b>Goal 4 of 6</b>							
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 Practicum Evaluation Item 39	Assessment Chair Review/Referral to BRC or ARC

### **MHC 540 – Career Counseling hours**

**Credit: 2 semester**

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 Theory and Practice: Learning Through Cases Studies  
Jane L. Swanson and Nadya A. Fouad, 2014

### Required Assessment Tools:

You will be required to take some form of assessment inventory. You have the option of which one you will take, and prices range—you could additionally take a free version, but one that provides you with less in-depth information. You have the additional option of selecting an instrument of your choice, but please discuss this with the instructor first.

**MBTI--<https://www.mbtionline.com/TaketheMBTI>**

**MBTI free version-- <http://psychcentral.com/quizzes/personality/start.php>**

**RHETI—<http://enneagraminstitute.com>**

**RHETI sampler-- [http://www.trans4mind.com/rheti\\_html/test.html](http://www.trans4mind.com/rheti_html/test.html)**

**RIASEC free version--<http://www.truity.com/test/holland-code-career-test>**

### 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 Breakdown

#### 1) 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**

#### 2) Career Development for Individuals/Triad Work

**A).** *Triad Work including profile, interpretation, and reflection paper* detailing intake information and interpretation of Assessment instrument. **35 points**

#### 3) 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. **35 points**

**Active Participation 20 points**

**4) 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

Class Date Topic (subject to change)

**Assignments for MHC 540**

**1) 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 September 22<sup>nd</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. ***This is due on October 20th and needs to be presented to the person in your Triad who will serve as your “career counselor” and interpret one of your inventories.***

**2) Career Development for Individuals/Triad Work**

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

**Counselor:** Interpret the assessment 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 assessment/inventory

**Client:** Experience having your assessment inventory and career profile 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 description of which assessment tool you chose as the participant/client, a brief description of the history or basis for this tool, 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 October 27 and is worth 35 points.***

### 3) Career Counseling Techniques and Leadership

In a partnership with TRIAD, 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.***

### 4) 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 October 27th and the paper will be due the last session of class November 11th. Final paper is worth 30 points.***

	In class	On your own
09/08/16	1. Introductions, "Curiosity" review of syllabus, class objectives, assignments and class structure. Exploring the concept of career genogram. Group assignments	Read Chapter 1
09/15/16	2. History of Career Counseling. Discussion of Chapter 1 "Career Counseling." Dialectics and Applications, "Career Intake with Dignity". Develop "Career Intake Form."	Conduct 45 minute Career Interview and prepare 1-page intake report and 1-2 page reflection. 09/22/16. Read Chapters 2, 5 & 6
09/22/16	3. Discuss Career Interviews. Discussion of Chapter 2: Cultural Contexts and Career Counseling. Group 1 Presentation of Chapter 5. Group 2 Presentation of Chapter 6	Chapters 7, 8, & 9. Final preparation for taking designated testing instruments, complete by 10/10/16.
09/29/16	4. Group 3 Presentation of Chapter 7. Group 4 Presentation of Chapter 8. Group	Chapters 3, 10, & 11.

	5 Presentation of Chapter 9. Discussion and Questions	
10/06/16	5. Group 6 Presentation of Chapter 10. Group 7 Presentation of Chapter 11. Discussion of Chapter 3.	Complete your self-interview using the class designed intake form and have it ready to give to your "career counselor" prior to the interpretation meeting
10/13/16	6. Strong Interest Inventory History. Interpretation of Strong. MBTI history/interpretation. Triad Meeting— instruction of meetings and interpretations	Hold assessment interpretation meetings (3@ 55-60 minutes with 10-15 minutes ADDITIONAL feedback from observer). Report and Reflection due by 10/27/16 Read chapters 12 and 13.
10/20/16	7. Discuss TRIAD meetings and experience. Discussion of Chapter 12. Ethical Vignettes. Discussion of Chapter 13.	Chapter 14. Review and prepare to bring to class the career intake interview.
10/27/16	8. Chapter 14 Discussion. Theorists Respond. Final Paper instructions.	Final paper
11/04/16	9. <b>NO CLASS</b>	
11/11/16	10. Chapter 15. Review. Guest Speaker(?). Final Paper is Due. Assessments	Assessments

**Grading:** This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook ([http://www.lclark.edu/graduate/student\\_life/handbook/registration\\_policies/index.php#system](http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)) 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).

**ASSIGNMENTS TURNED IN LATE WILL HAVE ONE GRADE A DAY SUBTRACTED FROM THE GRADE OF THE ASSIGNMENT.**