

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
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 Practicum Evaluation Item 39	Assessment Chair Review/ Referral to BRC or ARC

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 Theory and Practice: Learning Through Case Studies, 3rd Edition
Jane L. Swanson and Nadya A. Fouad (2014)

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 will result in a failing grade for the course. Please 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 eating/drinking during lecture, conversations, role playing, and case studies to a minimum, to reduce 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 contributions 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 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*, 6th Edition.

Late assignments are accepted with prior approval of instructor. Grade will be lowered at a rate of one letter per day 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 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.

Task/Assignment Breakdown

1) Career Profile Presentation

- A) *Class discussion* on aspects of the development of the Client Career Profile. **10 pts**
- B) *Intake Interview Report/Reflection* using the Client Career Profile. **20 pts**

2) 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 pts**

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

3) Career Counseling Techniques

A) *Leadership*. Lead chapter review from text. This includes a review of case studies in the assigned chapter. You may design an activity or develop your own thoughtful discussion questions. As part of a team, all students need to show leadership. **25 pts**

4) Active Participation - up to 20 pts

5) Final Paper - up to 30 pts

TOTAL 150 points

GRADING CRITERIA

145 – 150 points = A

135 – 144 points = A-

130 – 134 points = B+

125 – 129 points = B

120 – 124 points = B-

115 – 119 points = C+

110 – 114 points = C

106 – 109 points = C-

less than 106 points = D

Assignment descriptions for MHC 540

1) Career Interview and Career Profile

During the second 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 25 who is interested in supporting your work as a developing career counselor. Please choose someone outside of the Lewis & Clark Graduate School program who is not 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 October 4th 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 and may also be 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 portion of the assignment is due on Oct 11th. You will present it 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 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 did the counselor do well in the interpretation? What were the client's reactions to interpretation? What suggestions would you make, regarding what the counselor could have done differently? 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 interpretation should take approximately 55-60 minutes – *not* including an additional 10-15 minutes of feedback from the observer.

Report and Reflection: Each student will write an independent paper (4-5 pages, double spaced, 11-12 point font, 1" margins) that includes knowledge gained from each vantage point (i.e., counselor, client, observer); insights into your own counseling practice; challenges you have yet to address in career counseling. Please include your notes from the observer standpoint as an attachment. ***Paper is due on Oct 25th and worth 35 points.***

3) Career Counseling Techniques and Leadership

In a team, you will present a chapter from the text and lead the discussion on case studies included in the chapter (prepare approximately 45-50 mins, with 10-15 mins for questions). Designing one or more activities is recommended; you may also develop your own thought-provoking questions for discussion. Each student needs to show initiative and leadership.

Presentation is worth 25 points.

4) Final Paper

You may use all the materials from the course and others if you choose (properly cited). Students must work alone on the final paper. ***The final paper instructions will be given out in class on Oct 25th and the paper will be due the last session of class Nov 8th. Final paper is worth 30 points.***

Week	Date	In class	On your own
1	9/6/16	Introductions, "Curiosity" review of syllabus, class objectives, assignments and class structure. Explore the concept of a career genogram. Implications of career counseling. Group assignments.	Read Chapter 1
2	9/13/16	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 (due Week 5). Read Chapters 2, 5 & 6.
3	9/20/16	Address questions re: Career Interviews. Discussion of Chapter 2: Cultural Contexts and Career Counseling.	Read Chapters 7, 8, & 9. Review instructions on completion of Strong and MBTI; both must be complete by Week 6.

		Group 1 Presentation of Chapter 5. Group 2 Presentation of Chapter 6.	
4	9/27/16	Group 3 Presentation of Chapter 7. Group 4 Presentation of Chapter 8. Group 5 Presentation of Chapter 9. Discussion and Questions.	Read Chapters 10 & 11. Finish intake report and reflection. Work on Strong and MBTI.
5	10/4/16	Career Interviews due. Reflections on career interview and profile. Group 6 Presentation of Chapter 10. Group 7 Presentation of Chapter 11.	Read Chapter 3. Complete Strong, MBTI, and your profile using the class-designed intake form. Be ready to give to your "career counselor" prior to the interpretation meeting.
6	10/11/16	Discuss Chapter 3. History, interpretation, and critique of Strong Interest Inventory. History, interpretation, and critique of MBTI. Triad Meeting - instruction of meetings and interpretations.	Hold initial assessment and interpretation meeting (55-60 minutes with 10-15 minutes ADDITIONAL feedback from observer). Report and Reflection due Week 8.
7	10/18/16	Additional Triad Meetings - assessment interpretation (2 @ 55-60 minutes with 10-15 minutes ADDITIONAL feedback from observer). Discuss experience.	Read chapters 12 and 13.
8	10/25/16	Discussion of Chapter 12. Ethical Vignettes. Discussion of Chapter 13. Final Paper instructions.	Read Chapter 14. Work on final paper.
9	11/1/16	Discussion of Chapter 14. Theorists Respond.	Read Chapter 15. Complete final paper.
10	11/8/16	Discussion of Chapter 15 and reflection on final papers. Complete course evaluations.	

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 (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).

Course Evaluations

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