

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health
Nathaniel O. Brown, Ph.D.
Assistant Professor of Professional Mental Health Counseling
MHC 540 – 01 – Mondays – 1:00 p.m. to 4:00 p.m.
York Graduate Center, Classroom 107
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)

- C2l. legal and ethical considerations specific to clinical mental health counseling

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	X
Other:	

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 (F) Fail	As evidenced by:	Evaluation and Remediation
2.F.4: Career Development							
PO 6.4 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

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Office Hours: Please arrange in advance by email or phone

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

Busacca, L.A. (Editor) & Rehfuss, M.C. (Editor). (2017). *Postmodern Career Counseling: A Handbook of Culture, Context, and Cases*. Alexandria: American Counseling Association.

Required Assessment Tools:

Myers-Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII) – a link provided by 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 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 eating and/or 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 grade 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.

TOTAL Points for the Course = 130 points (See Assignments for specific details.)

GRADING CRITERIA (Out of 130 Points)

123 - 130 points = A
117 - 122 points = A-
113 - 116 points = B+
109 - 112 points = B
104 - 108 points = B-
100 - 103 points = C+
96 - 99 points = C
91 - 95 points = C-
87 - 90 points = D+
83 - 86 points = D
79 - 82 points = D-
78 points or less = F

Course Assignments

Assignment (1): Client Career Intake Interview with Template and Profile (20 pts.)

During the second or third class, the class will discuss what a client career profile may include. Each student will find one adult who represent a different nationality, ethnicity, race, class, religion, biological sex, gender, sexual/affectional orientation, ability, and age than yourself; outside of the Lewis & Clark College Graduate School program, a nonrelative, and over the age of 20 interested in supporting your work as a developing career counselor. Choose a minimum of 4 identities listed above. Inform your "Intake Client" that the assignment is to support you in practicing the process of completing an intake for career counseling and that this interview will not involve any additional follow-up conversations.

Additionally, you will develop a client career profile using the intake interview template you choose or develop (i.e. research an intake template online or develop an intake template) and a genogram and sociogram you develop. The profile includes client background information and will be used with 2 assessment inventories for interpretation. Students will use the experience to integrate personal and career life as a career counselor.

1. Choose a setting where career counselors work (i.e. School, Hospital, Treatment Center, Spiritual Center, College or University, Vocational Rehabilitation Center, etc.).
2. All students will serve as a member of a Triad (three people) that includes: **Counselor, Client, and Observer**. Students will serve in each role and may need to meet outside of class to prepare for classroom demonstration.
3. Each student will participate in a "**Role Play**." However, the student will only serve as a **Career Counselor** to the person they chose to complete an intake. Therefore, one person in the triad will serve as the **Client** and the other as the **Observer**.
4. Once the intake and profile are completed, students will interpret 2 inventories (MBTI and Strong Interest Inventory for your client based on the inventories you complete.

Genogram and Sociogram

Identifying family and key figures in life can help your clients better understand themselves.

1. Create a basic diagram of your client's family tree (1) and social network (2) to include her/his most significant influences.
2. Let the *Love Your Career* article on [family and social influencers](#) guide your thinking and reflection.
3. In your triad, you will explore your **client's relationships** with the people you included and help your triad members **explore their reactions** to the **insights gained** from this experience.
4. You will share whether or not this family and social history helped you understand the influences in your client's life and her or his career challenges and/or choices better.
5. Include the genogram and sociogram in your final summarized report.

Develop Client Profile Report: Students are welcome to choose the style of the summarized report, but must follow APA 6th edition for formatting and citations.

Assignment (1) Grading Rubric:

1. Choose and describe a career counseling theory as your theoretical framework to guide you in the intake interview and profile development. – **5 pts.**
2. Choose or develop an **Intake Template, Client Genogram and Sociogram** – **5 pts.**
3. Develop a client profile as a summarized report on intake information – **10 pts.**

Assignment (2): Counseling In-Class Presentation & Development Plan (40 pts.)

Students will practice career counseling as a counselor in their triad based on the client's career concerns. This activity will be presented to your 'client/student' primarily as a learning experience rather than an actual career counseling session unless you are professionally qualified to do so (i.e., you are allowed to practice under supervision). Explore **client attitudes and concerns** within the context of a particular career counseling theory/model related to your specialty area of interest.

1. **PMHC students** should emphasize a proposed intervention related to mental health and the career decision-making process and development.
2. **MCFT students** should emphasize a proposed intervention related to how career issues affect couples and/or families.
3. **School counseling students** should emphasize a proposed intervention related to P-12 college and career readiness and/or school/postsecondary transitions.

Career Counseling Development Plan and Reflection Paper

At the conclusion of this activity, prepare a double-spaced (11-12 point font, 1" margins) evaluation report (1-3 pages) using the headings outlined below. **Each student will include knowledge gained as the Counselor, Client, and Observer; insights into your own counseling practice; challenges you have not personally addressed in career counseling, and potential interventions that may support your client.** Include your notes from the “**observer**” standpoint as an attachment. Responses can be in paragraph or bullet form. A reference page is not included in the total number of pages for the evaluation report.

Include:

1. **Client characteristics:** Provide a brief description of your client’s age, gender, ethnicity, education and training, career experiences, positive and negative current work-life situations, presenting concerns, etc. as well as your relationship to him/her.
2. **Counselor and client goals:** Identify your overall goals and the client’s goals for this session and their future.
3. **Client strengths, barriers, and resources:** Describe the client’s strengths, barriers, and resources that impact their career and life decisions. These can be related to their environment, situations, outlook on life, etc.
4. **Career theory:** Explain the career theory that you used to conceptualize your client progress and how you applied it in the session.
5. **Career activity:** Describe the career-related activities you used during the session to assist them in addressing their issue.
6. **Counselor strengths and limitations:** Share the things that you did well and things you could have done better in session. **Counselor insights:** identify the insights you gained from this activity that will help you with future clients.

Assignment (2) Grading Rubric:

1. Interpretation of Myers-Briggs Type Indicator and Strong Interest Inventory – **10 pts.**
2. Develop a development plan – **10 pts.**
3. Career Counseling Development Plan and Reflection Paper – **20 pts.**

Triad Roles

Counselor: Interpret the MBTI and Strong Interest Inventory for your client only. Discuss your client's profile with him/her prior to reviewing results from the MBTI & Strong inventories.

Client: Experience having your MBTI and Strong Inventories interpreted. Students' personal inventory scores will be applied to the person you interviewed outside of class. Students will allow themselves to experience the vulnerability of their personal inventory scores being applied (and interpreted) to someone different than themselves, and how being different may affect their career development and ability to thrive.

Observer: You will take notes for the counselor. See below.

1. What did the counselor do well in the interpretation?
2. What were the client's reactions to interpretation?
3. What suggestions would you make, regarding what the counselor could have done differently?
4. 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 15-30 minutes – *not* including an additional 10-15 minutes of feedback from the observer. Interpretations will be completed in class.

Assignment (3): Book Club Discussions/Active Participation (10 pts. @ 1 pt. a class)

Students will actively participate in chapter discussions each class based on the textbook and any additional readings provided by the instructor. Students need to be prepared to discuss salient points of the chapter or article, applicable career counseling theories, and applicable interventions to client case studies or vignettes.

Assignment (3) Grading Rubric - 1pt. total for each day:

1. Actively participate in chapter discussions each class.
2. Discuss salient points of the chapter, applicable career counseling theories, and applicable interventions to client case study.

Assignment (4): Triad Presentation for Career/Life Space Planning Program (20 pts.)

A number of special populations are discussed in this textbook including issues of race, class, gender, sexual orientation, disabilities, military, etc. However, there are a variety of additional special populations that may encounter issues in the workforce as well. Counselors and career professionals in the field can provide important insights and resources about the everyday experience of working with special counseling issues or populations. The career/life space planning program will be conducted in small groups. Students will choose a specific population (e.g. listed below) and conduct a literature review to examine the career needs of that population. Students will conduct an in-class presentation utilizing the following outline (Use APA 6th Edition for formatting and Citations):

- a. Description of the population
- b. Needs
- c. Theoretical Conceptualization
- d. Proposed Program
- e. Choose a state outside of Oregon
- f. Include employment laws that protect the population in the state based on the oppressed or marginalized intersecting identities.
- g. Include employment laws that protect the population in the nation based on the oppressed or marginalized intersecting identities.

A PowerPoint or Prezi will be used for the presentation. Please make sure that all of the information above is included in the presentation, along with the specificity of the information listed below.

1. **Description of population** and how they vary from the majority population including their overall strengths and challenges related to career issues.
2. **Useful activities** that counselors can use with this population.
3. **Helpful resources for the special population** including helpful tools you could provide to clients to guide their career development (e.g., websites, popular articles, support groups, local or national agencies).
4. **Insights, advice & warnings** of working with this population. What new information, ideas, and insights did you gain from the professional you interviewed? What advice or warnings did they offer you as you prepared for the field and working with this population and/or issue?

Potential Populations:

- Single parents, Displaced homemakers, The working poor, Welfare-to-work clients
- Displaced workers, Migrant workers, The homeless population, Older workers
- Offenders and ex-offenders, Emancipated Foster Care Youth, Veterans
- People with chemical dependency, The newly immigrated, The differently abled
- LGBTQIQ+, Undocumented immigrants

Assignment (4) Grading Rubric (A detailed rubric will be provided prior to presentation):

1. Choose a specific population and conduct a literature review to examine the career needs of the population. Students will conduct a class presentation.
2. Description of the population
3. Needs
4. Theoretical Conceptualization
5. Proposed Program
6. Proposed Intervention

Assignment (5): Final Knowledge Exam (40 points) – Good Luck!

You may use all the materials from the course and others if you choose. Format and cite any references used (APA 6th edition). Students must work alone on the final exam.

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.

Course Schedule

Week	Date	In Class	Due
1	9/10/18 (CACREP 4a, 4b, 4c, 4d, 4g, 4j)	Introductions Syllabus and Textbook Lecture: History and Theories of Career Counseling: Part I Triads To Be Assigned In-Class	Nothing!
2	9/17/18 (CACREP 4a, 4b, 4c, 4d, 4g, 4j)	Lecture: History and Theories of Career Counseling: Part II Triads Meet In-Class Interview Template/Profile/Genogram/Sociogram	Chapters 1 & 2
3	9/24/18 (CACREP 4c, 4d, 4e, 4i)	Discuss Forward, Preface, Introduction, and Chapters 1 & 2 Triads Meet In-Class	Forward, Preface, Introduction, Chapters 1 & 2
4	10/01/18	Instructor Absence Triads Meet Outside of Class	Complete MBTI & Strong Interest Inventory. Check Lewis and Clark e-mail for link to inventories!
5	10/08/18 (CACREP 4c, 4d, 4e, 4i)	Discuss Chapters 3,4,5,6	Chapters 3,4,5,6 Assignment (1) Due
6	10/15/18	Discuss Chapters 7,8,9,10 Triads Meet In-Class	Chapters 7,8,9,10
7	10/22/18	Discuss Chapters 11,12,13,14,15,16 Triads Meet In-Class Triads Meet to Present Client Career Presentation	Chapters 11,12,13,14,15,16 Assignment (2) Due
8	10/29/18	Discuss Chapters 17,18,19,20,21,22 Triads Meet In-Class	Textbook Chapters 17,18,19,20,21,22
9	11/05/18	Discuss Textbook Conclusion Triad Career/Life Space Planning Program Presentations	Textbook Conclusion Assignment (4) Due
10	11/12/18 (CACREP 4f, 4g, 4h, 4i, 4j, C2I)	The final exam is due by 8:00 a.m. in Moodle!!!	Assignment (3) and (5)

IMPORTANT MESSAGE FROM YOUR INSTRUCTOR

Welcome to class! I am delighted and honored to have you in class. Pursuing a master's degree in any of the programs in the Department of Counseling Psychology is a formidable journey. It requires students to read and understand a great deal of literature in order to achieve excellence in your program. Students are also compelled to be self-reflective and aware of their motivations and needs around entering the profession you have chosen to pursue. I hope this course stimulates and encourages you to explore possibilities and grow in multiple ways during our time inside and outside of the class. We will explore a wide range of career topics during the semester and learn how to integrate social justice into the practice of career counseling through class discussions and assignments. You are encouraged to be reflective and share of yourself to the extent that you are comfortable, as well as, to discuss and critique information presented. The most critical aspect of becoming an effective social change agent is to continuously acknowledge, take responsibility, and make change regarding one's own personal privilege. It's a tough and thought provoking road to travel, but I'm confident that we will all have an adventurous and exciting time together as we co-construct knowledge and apply skills to career counseling practice. If you have any questions, please contact me via e-mail or telephone. Students with visual, hearing, physical, and/or learning disabilities, which require modification of the course curriculum, instruction, or assessment, should contact the instructor. Modifications and accommodations will be made once the student has presented documentation indicating the need and qualification for services. Cheating, plagiarism, sexual harassment, racial/ethnic discrimination and other slurs (e.g. homophobia, transphobia, heterophobia), discrimination based on internal or external characteristics, or any student misconduct that adversely affects the learning or safety of other students will not be tolerated in class or on campus. If any student becomes aware of any of these activities, or feels they have been the victim of sexual harassment, racial/ethnic discrimination, or any other act of malicious intent, please contact the instructor immediately. Graduate learning is a co-constructed experience. Attendance and active participation of each student contributes to the learning experiences of all students, thus peer engagement and feedback are essential aspects of this class. Class participation includes active attention to the social climate that will facilitate learning for all. Your participation will not be evaluated in terms of how much you talk or what you choose to reveal; however, keep in mind that it is difficult, if not hypocritical, to expect your clients to do things that you are unwilling to do yourself. ----Dr. Nate