

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health
Adonica De Vault, MA, Certified Career Counselor
Instructor, Professional Mental Health Counseling
MHC 540 – 01 | Tuesdays | 5:30 p.m. to 8:30 p.m.
York | Classroom 116
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 (Dyadic)	X
Individual Presentation	
DVD/Video Presentation	X
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

Instructor: Adonica De Vault, MA,
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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.

Required Textbook

Zunker, V.G. (2015). *Career counseling: a holistic approach*. Ninth Edition.
Australia: South-Western

Required Assessment Tools:

Myers-Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII) – a link provided by the instructor.

Professionalism and Participation (20 Points)

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.

C) 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. However, the grade will be lowered at a rate of one letter grade (10 points) 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 = 100 points

GRADING CRITERIA

93 - 100 = A

90 - 92 = A-

87- 89 = B+

83 - 86 = B

80 - 82 = B-

77 - 79 = C+

73 - 76 = C

70 - 72 = C-

67 - 69 = D+

63 - 66 = D

60 - 62 = D-

59 and below = F

Course Assignments

Assignment (1): Client Career Intake Form, Client Interview, and Client Profile (20 pts.)

During the second class, the class will discuss the development of a client career intake form, client interview, and client profile.

1. Develop a **Career Counseling Intake Form**. Include referral information (**i.e. source of referral**), presenting challenges, demographic information including visible and nonvisible social locations or identities (**i.e. Race, Nationality, Ethnicity, Class, Religion or Spiritual Beliefs, Biological Sex, Gender, Sexual/Affectional Orientation, Ability, Age**), and a genogram and sociogram.
2. Meet an adult outside of the Lewis & Clark College Graduate School who is racially different than the student's own race and ethnicity, over the age of 25, a nonrelative, and interested in supporting your work as a developing career counselor. Inform the adult 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. Choose a setting where career counselors work (**i.e. School, Hospital, Treatment Center, Spiritual Center, College or University, Vocational Rehabilitation Center, or private practice with a name you develop**) where you would provide career counseling services. Develop a genogram and sociogram. See below.

Genogram and Sociogram

Identify family and key figures in life that may help your clients better understand themselves.

- a. Create a basic diagram of your client's family tree (1) and social network (2) to include her/his/their most significant influences.
 - b. Let the *Love Your Career* article on [family and social influencers](#) guide your thinking and reflection.
 - c. You will share whether or not this family and social history helped you understand the influences in your client's life and her, his, or their career challenges and/or choices better.
 - d. Include the genogram and sociogram as an appendix to the client career intake form.
3. Develop a client profile using the client career intake form, genogram, and sociogram. The client profile summarizes the intake process that includes client background information and any information that will help develop career counseling goals and a plan to help support the client.

Assignment (2): Career Counseling Assessment and Development Plan (pts.)

Students will complete two inventories (**Myers-Briggs Type Indicator and Strong Interest Inventory**). Using the results obtained, develop a formal assessment and career development plan for your career counseling demonstration peer.

Include:

1. **Characteristics**: Provide a description of your peer, age, gender, ethnicity, education and training, career experiences, positive and negative current work-life situations, presenting challenges, etc.
2. **Goals**: Identify your peer's overall goals for the future based on her, his, their inventory results.
3. **Strengths, Barriers, and Resources**: Describe her, his, or their strengths, barriers, and resources that impact her, his, or their career and life decisions. These can be related to the environment, situations, outlook on life, etc.
4. **Career Theory and Intervention**: Explain the career theory that you used to conceptualize your peer's assessment and development plan.

Assignment (3): Career Counseling Demonstration (15 pts.)

Students will practice as a career counselor to develop rapport and interpret the Myers-Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII). This is an in-class experiential activity. Each interpretation should take approximately 20 minutes – *not* including an additional 10 minutes of feedback from the observer. Interpretations will be completed in class.

Counseling Demonstration Roles

Counselor: Interpret the MBTI and Strong Interest Inventory for your dyad member only. Discuss your dyad member's results from the Myers-Briggs Type Indicator and Strong Interest inventories.

Client: Experience vulnerability by having your MBTI and Strong Inventories interpreted by your dyadic peer.

Observers: The class will serve as the observers and will document their observations based on the questions and types of observations 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.

Assignment (4): Final Knowledge Exam (25 points) – Good Luck!

The final exam is comprehensive based on the readings and lectures. It will be a multiple choice and true/false exam that resembles the National Counselor Examination in format, but will focus on career counseling. Each question will be worth 1 point.

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)

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	1/8/19 (CACREP 4a, 4b, 4d,)	Introductions Syllabus and Textbook Lecture: Historical Development & Basic Issues; Theories of Career Development; Career Counseling Models	Chapters 1, 2, 3 Case 1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5
2	1/15/19 (CACREP 4a, 4b, 4d, 4e, 4f, 4j)	Lecture: Integrating Career and Personal Counseling; Career Counseling Intake Interview	Chapters 4, 5 Case 4.1, 4.2, 5.1, 5.2
3	1/22/19 (CACREP 4c, 4i, 4j)	Lecture: Using Standardized Test and Self-Assessment Procedures in Career Counseling; The Impact of New Technology on Work, Career, Development, and Learning Platforms; On Being an Ethical Career Counselor	Chapters 6, 7, 8 Instructor will send assessment/inventory links via e-mail by 1/31/19. Supplemental Learning Exercises Case 8.1
4	1/29/19 (CACREP 4d, 4e, 4g, 4j,)	Lecture: Career Counseling for Multicultural Groups; Gender Issues and Dual Careers	Chapters 9, 10 Due: Client Career Intake Form, Client Interview, and Client Profile Supplemental Learning Exercises Case 10.1
5	2/5/19 (CACREP 4b, 4g)	Lecture: Career Counseling for Lesbian, Gay, Bisexual, and Transgendered Clients; Career Counseling for Individuals with Disabilities	Chapters 11, 12 Supplemental Learning Exercises Case 12.1
	2/12/18	NO CLASS – Instructor traveling	
6	2/19/19 (CACREP 4c, 4d)	Lecture: Job Loss and Transitions; Career Development and Transitions of Working Adults	Chapters 13, 14 Case 13.1, 13.2, 13.3, 13.4
7	2/26/19 (CACREP 4e, 4f)	Lecture: Programs for Career Development in Elementary Schools; Programs for Career Development in Middle School; Programs for Career Development in High School and Beyond Career Counseling Demonstration – 3 dyads	Chapter 15, 16, 17 Case 17.1 Supplemental Learning Exercises
8	3/5/19	Career Counseling Demonstration – 3 dyads Career Exploration Film	None
9	3/12/19	Career Counseling Demonstration – 3 dyads Career Exploration Film	None
10	3/19/19	Final Exam In-Class Complete Student Evaluations!!!	Due: Career Counseling Assessment and Development Plan