

Lewis & Clark College
Professional Mental Health Counseling Program
Adonica De Vault, MA, Certified Career Counselor
Instructor, Career Counseling
MHC 540 – 01 | Tuesdays | 5:30 p.m. to 8:30 p.m.
York | Classroom 107

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	X
DVD/Video Presentation	
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
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	First 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, inquiry-based community of engaged and self-directed learners involved in discovering, learning, discussing, and presenting formal exhibitions of the dynamics of career counseling.

Required Textbook

Foundations of Career Counseling: *A Case-Based Approach*, Suzanne M. Dugger, 2016

CACREP Standards for Core Curricular Areas are identified in the text front and back cover.

Required Assessment Tools:

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

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 Career Counseling Course = 200 points

GRADING CRITERIA

94% = A	80% = B-
90% = A-	77% = C+
87% = B+	73% = C
83% = B	70% = C-

Professionalism and Participation

(50 pts.)

A) Instructional Process: This course will function in a seminar/collaborative learning format where participants will actively 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.

D) 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.

E) Professional Integrity: Students will maintain a continuing capacity for openness to points of view, theories, experiences and perspectives different from 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 given in a thoughtful and professional manner.

F) 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.

Finally, please keep eating and/or drinking during lecture, conversations, role-playing, and case studies to a minimum to reduce unnecessary distractions.

Course Assignments

Assignment 1: Social Identity and Cultural Context

(25 pts.)

This is a reflection assignment and is due January 28th – this is the third week of class. Your paper should be no more than 4-5 pages, double-spaced, 11-12 point font, and typical margins.

Respond to the following:

1. Think about the values and attitudes that matter most to you. Consider how you formed these beliefs – in what ways did your culture influence them?
2. Many believe the most powerful forces in a society include religion, gender roles, attitudes towards sexual identity, social status/class, job opportunities, wealth/poverty, politics, authority figures, stereotypes/ethnic identity. How will your awareness of the influences in your life shape your career counseling work?
3. **The issue of social class is important in shaping our understanding of the cultural context of career development.** Discuss the importance of social class in shaping your understanding of cultural context and why this understanding is important in career counseling.
4. **“The roles and status allocated to males or females can be central to understanding the cultural context of work.”** Do you agree or disagree with this statement? Explain why or why not.

Assignment 2: Career Intake Form, Client Interview, and Client Profile

(25 pts.)

This assignment is due February 4th.

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

1. Develop a ***Career Counseling Intake Form***. Include 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 **OR** sociogram.
2. Meet an adult outside of the Lewis & Clark College Graduate School who is different than your 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 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 **or** sociogram with your “client.” See below for information.

Genogram | Sociogram

Identify family and key figures in life that may help the client better understand themselves.

- a. Create a basic diagram of the 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 the client understand the influences in her, his, or their career challenges and/or choices better.
 - d. Include the genogram or sociogram as an appendix to the client career intake form.
3. Develop a client profile using the client career intake form, genogram or 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 3: Application Theory | Group Presentation

(50 pts.)

Presentations will be done in class on February 18th and 25th. A hardcopy of your group's PowerPoint presentation and notes are due the day your group presents.

This assignment involves your group application of major course concepts to the hypothetical client you were assigned. Specifically, you must analyze your client's career counseling needs in accordance with a career development theory; explore contextual issues related to culture and family; and, to develop a tentative plan for assisting your client.

The following steps will help your group complete this assignment/presentation:

1. Identify and describe the client you were assigned. Describe ways in which this client and their/his/her issues could be relevant to the theory you choose (see #2).
2. Select a career development theory.
3. Study this theory in depth. You will want to read the relevant portions of the text for this course. You will need to incorporate an additional source written by the primary theorist. You will need to include at least two original quotes from the theorist.
4. Explain how each of your theory's major concepts may be used to understand your client's situation and counseling needs and/or guide your selection of helping strategies.
5. You will need to find at least two reviews on this theory and include two quotes. You must include the source – journal, magazine, newspaper article and date.
6. Your group presentation needs to be a PowerPoint and between 15-20 minutes in length. Each member of your group needs to be a part of the presentation.

Assignment 4 (a): Career Counseling Assessment and Interpretation

(25 pts.)

This paper should be no more than 3-4 pages, double-spaced, 11-12 pt font, and typical margins. This assignment is **due the last day of class which is March 10th**; however, you should have a solid working draft when conducting your career assessment interpretation.

Students will complete two inventories (**Myers-Briggs Type Indicator | MBTI and Strong Interest Inventory | SII**). Using the results obtained, develop an interpretation and prepare a career development plan to present and discuss with 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 4 (b): Career Counseling Demonstration

(25 pts.)

Students will practice as a career counselor to develop rapport and interpret the Myers-Briggs Type Indicator (MBTI) **OR** 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 observers. **Interpretations will be completed in class on March 3rd.**

Counseling Demonstration Roles

- Counselor:** Interpret the MBTI and Strong Interest Inventory for your student peer. Discuss your student peer'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 peer.
- Observers:** Classmates 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.

Final Knowledge Exam

(50 pts.)

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

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.

Course Evaluations

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

Exercise: Career Profile/Auto-biography Charting Your Career Life

This is an exercise and will not be graded; however, for your own career reflections and the members in your small group, use the following as a guideline for preparation.

Overview

In this exercise, you will consider some of the events that have influenced your personal development. Our lives in many ways reflect the events that have happened in our growing up. Some events force us in one direction, while others may cause us to resist and move in an opposite direction. Use the genogram and/or sociogram to assist you in your writing.

It is important when planning your future to look at your history. Make a list of the people, places and events that have been important in shaping your life. Consider your gender, race and ethnicity – how may these forces have influenced your direction? Imagine old photographs; bring up memories of conversations with your family and friends – both new and old - which may assist you in recalling major events. Some significant things you might include are: economic status; childhood events; religious or spiritual influences; political influences; starting school and subjects you enjoyed; sports, musical, artistic or theatre activities you participated in; moving; close friends; deaths, births, marriage, divorce; accomplishments; jobs you may have had; college and your major.

Where do you imagine yourself upon graduation – in a clinic? Private practice? What population will you be working with? How will you get there and who will be your support?

Written portion of this exercise is to guide you in your presentation – it will be viewed as a part of your preparation for these conversations. It will most likely be 2-3 pages of notes and reflections. Find your voice as you prepare for this exercise and open yourself, as you are comfortable, to the vulnerability of your career path. The purpose of this is to prepare for a presentation in your small group.

Small group presentations of this exercise will occur during the last 45 minutes of Sessions 4, 5, and 6. Each person will have roughly 15 - 20 minutes to present their career autobiography to members in their small group. Each person will then have the opportunity ~ if they choose ~ to ask for and listen to comments from small group members and/or be asked questions for clarification. Listening to the stories of others in an open, respectful way will give students the opportunity to hear the intersectionality of others during their career journey.

Course Schedule

(Schedule will remain flexible and at the prerogative of the instructor)

Week	Date	In Class	NEXT Session
1	01/07/20	<p>Introductions Syllabus and Textbook</p> <p>Lecture: Introduction to Career Development; History of Career Counseling & Development; Economic Globalization and the World of Work</p>	Chapters: 1, 2, 3, 4, 5
2	01/14/20	<p>Lecture: Theories of Career Development and Career Counseling</p> <p>Small Group Time Meet Your Client</p>	Chapters: 6, 7, 8
3	01/21/20	<p>Lecture: Other Important Foundations of Career Development and Career Counseling</p> <p>Social Identity & Ted Talk</p>	<p>Chapters: 9, 10</p> <p><u>Assignment 1 Due</u></p>
4	01/28/20	<p>Lecture: Practicing Career Counseling</p> <p>Career Autobiography Sessions (CAS) begin</p>	Chapter: 11, 12, 13
5	2/04/20	<p>Lecture: Standardized Tests, Card Sorts, Technology and Information Resources</p> <p>CAS</p>	<p>Chapters: 14, 15, 16</p> <p><u>Assignment 2 Due</u></p>
6	02/11/20	<p>Lecture: Setting Specific Practices</p> <p>CAS</p>	<p>Chapters: 17, 18</p> <p>Prepare for Group Presentations</p>
7	02/18/20	<p>Lecture: Job Loss, Transition, Special Populations</p> <p><i>Presentation by Instructor of Career Assessment Interpretation</i></p> <p>Group Presentations</p>	<p>Chapter: 19</p> <p>Prepare for Group Presentations</p> <p><u>Assignment 3 Due (for some groups)</u></p>
8	02/25/20	<p>Group Presentations</p>	<p><u>Assignment 3 Due (for some groups)</u></p> <p>Prepare for Assigned Career Counseling Demonstrations</p> <p>Begin Final Paper</p>
9	03/03/20	<p>Career Counseling Demonstrations in small groups</p>	<p><u>Assignment 4(a) Due</u></p> <p>Prepare for Final Exam</p>
10	03/10/20	<p>Final Exam In-Class</p> <p>Complete Student Evaluations</p>	<p><u>Assignment 4(b) Due - Final Paper</u></p>