

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.
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 and 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

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	
Individual Presentation	X
DVD/Video Presentation	
Supervised Small Group Work	X
Individual/Partner Supervision	X
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.

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	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 Understanding of and value in use of career assessments Practicum Evaluation Item 39	Assessment Chair Review/ Referral to BRC or ARC

Instructor: Adonica De Vault, Master of Arts, Counseling Psychology
Certified Career Counselor™

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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, reflective, and self-directed learners involved in discovering, learning, discussing, and presenting formal exhibitions of the dynamics of career counseling.

Required Textbook

Career Development and Counseling: Theory and Practice in a Multicultural World
Mei Tang, Author. Copyright © 2019 by SAGE Publications, Inc.

Required Assessment Tools:

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

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 = 150 points

GRADING CRITERIA

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

Professionalism and Participation

- A) Instructional Process:** This course will function as a seminar/collaborative learning format where participants will actively contribute to discussions. Students are responsible for leading text discussions and case studies.
- B) Policies:** This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:
- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
 - Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
 - Sexual misconduct: go.lclark.edu/titleIX.
- C) Disability Services Statement:** If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.
- D) 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. I will not be recording class sessions; however, I will email copies of PowerPoints used after the session.
- E) Other electronic devices are to be turned off or silenced.** You will have the opportunity on breaks to respond to texts or voice messages. The expectation is that students will fully participate in discussions or presentations.
- F) Participation:** This class will function in a seminar/collaborative learning format; therefore, breakout discussion groups will be used frequently. This will rarely be a lecture class. Active participation of all students is important. 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.
- G) Professional Integrity:** Students will maintain a continuing capacity for openness to points of view, theories, experiences and perspectives different from their own. Students will work to 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. I ask and expect that alternative points of view that are presented by others be given consideration. We will treat one another thoughtfully and in a professional manner.

H) Assignments: All 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.

If you have any questions regarding these policies, please speak to me and ask for clarification.

Course Assignments

Assignment 1: Career Autobiography including Family Career History, Social Identity and Cultural Context. Exercise: Career Profile/Auto-biography | Charting Your Career Life

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 as we mature. Some events force us in one direction, while others may cause us to resist and move in an opposite direction. 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?

Use the Career Autobiographical Workbook to guide your work. Your paper should be no more than 4-5 pages, double-spaced, 11-12 point font, and typical margins.

Due: 29 Sept, 5 PM – pdf sent to devault@lclark.edu

(25 pts.)

In your career auto-biography, you will need to respond to the following:



Be sure to give these questions adequate attention.

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 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.



Assignment 2: Career Intake Form, Client Interview, and Client Case Note

Due: 19 Oct, 5 PM - pdf sent to devault@lclark.edu

(25 pts.)

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**).
2. You and your partner will have **time in class on 12 Oct** to complete the first part of this assignment – the actual intake.
3. Prepare “case notes” for me to read as your “supervisor” in a counseling clinic. Include three strategies you intend to incorporate (see Chapter 9 for ideas). **Your notes should be no more than one page and single-spaced.** This will look similar to the Case Illustration exercises used in class. When you turn in your case note, turn in your completed intake form along with it (if your handwriting is clear, you do not need to type the intake, if I cannot read your notes, I will be unable to fully grade your case note.)

Assignment 3: Career Counseling Assessment and Interpretation

This paper should be no more than 4-5 pages, double-spaced, 11-12 pt font, and typical margins.

Due: 9 Nov, 5 PM – pdf sent to devault@lclark.edu

(50 pts.)

Students will complete two inventories (**Myers-Briggs Type Indicator | MBTI and Strong Interest Inventory | SII**). Using the results obtained, consider the values and challenges in using career inventories. What was helpful to you? What was distracting? Respond to the following prompts:

Include:

1. **Characteristics:** Provide a description of the results from both of these inventories. What did they reveal to you about your interests? Personality? Values? Skills? Strengths?
2. **Goals:** Identify your overall goals for the future based on the inventory results. How will this information be useful to you as you pursue your career as a counselor?
3. **Strengths, Barriers, and Resources:** Describe any strengths, barriers, and resources that may affect career and life decisions. These may be related to the environment, situations, outlook on life, etc.
4. **Career Theory and Intervention:** Explain which career theory you might use to conceptualize an assessment and development plan with a potential client.

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.

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Course Schedule – Fall 2021

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

Week	Date	In Class Discussion	Prepare for NEXT session
1	9.7	Introductions Syllabus Textbook Seating Group & Partner Work Roots, Growth, and Trends of Career Development	Chapters: 1, 2, 3
2	9.14	Work in Global Context Cross-Cultural Perspectives in Career Development (CACREP, 2016. 4g)	Chapter: 4, 5
3	9.21	Career Development Theories I and II (CACREP, 2016. 4a)	Chapters: 6, 7, 8 <u>Assignment 1: Due 9.29, 5 PM</u>
4	9.28	NO CLASS – Instructor out of town	
5	10.5	Career Counseling Process Career Assessments Career Counseling Strategies and Techniques Develop draft Career Intake form (CACREP, 2016. 4b, 4d, 4e, 4i)	Chapters: 9 Complete the Strong Interest Inventory (SII) and the Myers- Briggs Type Indicator (MBTI) <u>Complete by 10.10</u>
6	10.12	Information, Technology, and Career Information Resources Complete Career Intake (CACREP, 2016. 4c)	Chapters: 10, 11, 12, 13 <u>Assignment 2: Due 10.19, 5 PM</u>

7	10.19	<p>Designing and Evaluating Career Development Intervention Programs</p> <p>Career Development Prevention/Intervention in K-12 School Settings</p> <p>Career Development Intervention in Postsecondary Education Institutions</p> <p>Career Counseling in Community Settings</p> <p>(CACREP, 2016. 4f, 4g, 4h)</p>	Schedule time with your partner and work on your final paper.
8	10.26	NO FORMAL CLASS - you are expected to find a 3-hour block of time to complete your career assessment interpretations	Chapters: 14, 15
9	11.2	<p>Adult Career Development</p> <p>Integration and Theory and Practice Including Ethics</p> <p>(CACREP, 2016. 4j)</p>	<p><u>Prepare for the Final Exam</u></p> <p><u>Assignment 3: Due 11.9, 5 PM</u></p>
10	11.9	<p>Final Exam ****</p> <p>Complete Evaluations of Course</p>	