

Career Counseling
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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.

MHC 540 Career Counseling

1. Career development theories and decision-making models;
2. Career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
3. Career development program planning, organization, implementation, administration, and evaluation;
4. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
5. Career and educational planning, placement, follow-up, and evaluation;
6. Assessment instruments and techniques that are relevant to career planning and decision making;
7. Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
8. Career counseling processes, techniques, and resources, including those applicable to specific populations;
9. Ethical and legal considerations.

Required Textbook:

Career Theory and Practice: Learning Through Cases Studies
Jane L. Swanson and Nadya A. Fouad, 2010

(This additional text is not required - but it is a great book for those interested in studying career theory in greater depth: Career Counseling and Development in a Global Economy, Patricia Andersen and Michael Vandehey, 2006)

Required Assessment Tools:

Strong Interest Inventory, Myers-Briggs Type Indicator (MBTI), StrengthsQuest. Provided through the instructor. Additional fee \$35 – a check payable to Lewis & Clark College.

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 the class in text discussions and case studies. Students will be evaluated on the creativity of these student-led discussions – including critical analysis of theory.

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. Two absences fail class.

C). Participation: Because this class will function in a seminar and roundtable discussion format and not 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 contribution to class and group discussions.

D). Professional Integrity: Please be diligent in using proper source citation for all work (APA style) and giving credit when and where due.

E). Assignments are evaluated on effort, professional quality, completeness, and timeliness. **Late assignments** are accepted with prior approval of instructor. Grade may be lowered for late assignments.

Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra self-designed assignments and approved by the instructor. 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) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Class Evaluation

Career Self Profile

A). *Class discussions/Reflection paper* on various aspects of the Career Self Profile. Relate this information to your career trajectory and disclose only what seems appropriate for class.

Reflection paper due Oct 28th. 15 points

Career Development for Individuals/Triad Work

A). *Client Profile* detailing intake information, presenting (and underlying) career issues, career processes and/or assessments, summary, and future directions.

Reflection paper due Sept 23rd. 20 points

B). *Strong Interest Inventory and MBTI* interpretation.

Triad work/paper due Oct 21st. 35 points

C). *Theorists Respond.* Work in groups and reflect upon client profiles as a theorist.

Group work – in class on November 4th. 10 points

Career Counseling Techniques

A). *Leadership.* Sign up to lead chapter review from text. This includes case studies review. You may design an activity or develop your own stirring discussion questions. As triads, all students need to show leadership. **Various dates. 25 points**

Active Participation 25 points

Final Paper 30 points

Resume 10 points

TOTAL 170 points

GRADING CRITERIA

155 – 170 points	A
140 – 154 points	B
125 – 139 points	C
below 125 points	D

Assignments for MHC 540

Career Profile

The second evening of 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 30, who is interested in supporting your work as a developing career counselor. Please choose someone outside of the Lewis & Clark Graduate School program. Your “client” should understand that this is for practicing intake procedures and will not involve any additional follow-up conversations. *This is due on Sept 23rd 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 in class discussion. You should use this reflection/writing experience to begin to integrate personal life and career life from your own point-of-view. *The reflection paper will be due at the October 28th meeting and is worth 15 points.*

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 review the member’s client profile along with both sets of results from the Strong & MBTI.

Client: Experience having your MBTI or Strong interpreted by one of your triad members. Allow yourself to experience the vulnerability of your profile and the interpretation of the results.

Observer: You will take notes for the counselor. What went well in the interpretation? What suggestions would you make? 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 of these interpretations should take approximately 45-60 minutes – which does include 10-15 minutes of feedback from the observer.

Paper Reflection: Each student will write an independent 4-5 page, double spaced, 11-12 point font, 1” margins that includes knowledge gained from each vantage point (counselor, client, observer); insights into your own counseling practice; challenges you have yet to address in career counseling.

This paper is due on Oct 21st and is worth 35 points.

Career Counseling Techniques

In a partnership with two of your class colleagues, you will present a chapter from the text and lead the discussion on case studies included in the chapter. You may design an activity or develop your own stirring questions for discussion. Each student needs to show leadership. *Worth 25 points.*

Final Paper

You may use all the materials from the course and others if you choose (please properly site). Students must work alone on the final paper. The final paper instructions will be given out in class on Oct 28th.

Final paper is worth 30 points.

Resume

You will need to have the original working draft of your resume for the Oct 28th class and the second more polished draft is due on the last day of class – please attach your original draft with your second draft on Nov 11th. *The career resume is worth 10 points and is due on November 11th – the final day of class.*

Counseling Psychology Course Structure Guidelines

For the purposes of this policy, the term ‘instructor’ applies to both full faculty and adjunct faculty. All instructors are expected to follow the policies on the Graduate Faculty Resources website, located at http://graduate.lclark.edu/faculty/resources/forms_and_resources/

Class Meetings

Classes must start and end according to the information in WebAdvisor. This applies to both individual sessions and actual dates of class. The graduate school does not have a finals week. The number of sessions of a course may vary and need to be worked out in collaboration with program directors for all applicable programs. Commons courses will take all program needs into account when and if possible. Instructors must meet with their classes for the required number of hours, listed below:

- 1 semester hour = 15 hours
- 2 semester hours = 30 hours
- 3 semester hours = 45 hours
- 4 semester hours = 60 hours

Supervision courses offered at the Lewis & Clark Community Counseling Center may conform to the operating hours and service provision needs.

Syllabus

Each course needs to have a syllabus consistent with accreditation and graduate school standards. Syllabi must be emailed to CPSY office staff by the course’s start date, and given to the students at the beginning of each course. For required content of syllabus, please see the Graduate School of Education and Counseling’s Graduate Faculty Resources Handbook.

Instructor Attendance

Instructors should be present for all class sessions, including times when guest speakers are presenting. In the unlikely event that an instructor needs to be absent for professional reasons, a substitute for class needs to be arranged in advance. If an instructor needs to cancel a session, they need to contact the CPSY office. The office staff will email the students and appropriate program director(s). Missed class time must be made up either through another class session or through an additional activity to be determined by the instructor.

Course Evaluations

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