

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health Counseling -**  
**Specialization in Addictions**  
**MHC 540**  
**Career Counseling**  
**Syllabus Cover Sheet**

Required Course Objectives:

Professional Counseling Identity (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, avocational, 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 lifework 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

### Key Required Assignments/Student Learning Outcomes

These assignments are 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. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

Professional Identity		Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Evaluation and Remediation
Goal 4 of 6							
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

### 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	X
Individual/Triadic Supervision	X
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

## **Career Counseling**

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### **MHC 540-03 | 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:**

Career Theory and Practice: Learning Through Cases Studies

Jane L. Swanson and Nadya A. Fouad, 2014

StrengthsFinder 2.0

Tom Rath, 2007

### **Required Assessment Tools:**

Strong Interest Inventory, Myers-Briggs Type Indicator (MBTI). Provided through 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 several of the class in 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. 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.

## **Attendance/Technology Policy**

Class attendance is expected and required. Any missed class time may be made up by completing extra assignments as approved by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 3.0 hours for a 30 hour class (2 credits). 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.

Laptops and iPads may be used for taking notes. Research on these devices may be done outside of class time or during break. Cell phones are to be silenced during class sessions. If you are on call for work or have an ongoing emergency that you are monitoring which requires access to your cell phone during class sessions, please notify the instructor prior to class. Otherwise, it is expected

that out of respect for conversations, presentations, group work or lecture, cell phones are silenced and tucked away.

## **Class Evaluation**

### **Career Profile/Auto-biography: Written and Presented**

A). *Written/2-3 pages, double-spaced* **15 points**

B). *Presentation of your career story (5 – 6 minutes)* **10 points**

### **Career Development for Individuals/Triad Work**

A). *Triad Work including profile, interpretation, and reflection paper detailing intake information and interpretation of MBTI and/or Strong Interest Inventory.* **25 points**

### **Career Counseling Techniques**

A). *Leadership.* Lead chapter review from text. This includes case studies review.

You may design an activity or develop discussion questions.

As teams, all students need to show leadership. **25 points**

**Active Participation** **25 points**

**Final Paper** **30**  
**points**

**TOTAL** **130**  
**points**

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**GRADING CRITERIA**

120 – 130 points	A
110 – 119 points	B
100 – 109 points	C
below 100 points	D

**Assignments for MHC 540****Career Profile/Auto-biography**

The first evening of class, we will discuss and design what a career profile/auto-biography might look like and include. Please be considering/reflecting upon your own career choices, influences, barriers ~ we will prepare a list of potential considerations as you write your story. ***(This paper is worth 15 pts. and is due the fourth session of class)***

A presentation of your career profile/auto-bio will be given to a small group. The purpose of these presentations will be to learn about the multiple intersections of our lives and how they may influence career decision-making. This profile will become a product for you to use during the assessment interpretations and will be shared with your “counselor” as they prepare for the interpretation session with you. This may also be useful in personal reflection and preparation for a job search. Consider this reflection/writing experience as you begin to integrate personal life and career life. ***(Presentation of profiles will begin the third session of class and will continue for 4-5 weeks depending upon everyone’s opportunity to present. These presentations are worth 10 pts.)***

**Career Development for Individuals/Triad Work**

**In your Triad, every student will participate in all three roles:**

**Counselor:** Invite your “client” to give you a bit of their career history from their career profiles. Interpret the MBTI **OR** Strong Interest Inventory. To do this effectively, you will need to review BOTH profiles prior to interpreting either the Strong or MBTI.

**Client:** Experience having your MBTI or Strong interpreted by one of your triad members. Allow yourself to experience the vulnerability of the interpretation. Pay particular attention to power differential.

**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 55-60 minutes – *which does not* include 10-15 minutes of feedback from the observer.

**Paper Report and 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 the seventh session of class and is worth 25 points.***

### **Career Counseling Techniques and Leadership**

In a partnership with 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 the seventh session of class and the paper will be due the last session of class. Final paper is worth 30 points.***

## **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/](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.

**MHC 540-03 – Career Counseling, Agenda** *(may be revised by instructor as needed)*

Fall 2017 | September 7<sup>th</sup> – November 9<sup>th</sup> 2017

Date	Class	On Your Own
Session 1	<p>Introductions; curiosity and relevance of Career Counseling;</p> <p>History of Career Counseling; Big 5 Theories; Career Diamond</p> <p>Syllabus, objectives, assignments;</p> <p>Intro to career profile/auto-bio;</p> <p>Group Work and Discussion Agreements</p>	<p>Read chapters 1, 2 &amp; 4</p> <p>Begin to write your career profile/auto-bio</p> <p><b><i>Complete StrengthsFinder, print and bring report with you to next session</i></b></p> <p>(CACREP 4a., b.)</p>
Session 2	<p>Discussion Chapter 1, 2: Career Counseling Overview; Cultural Contexts</p> <p>Presentation of Chapter 4: Leslie;</p> <p>Facilitation of StrengthsFinder</p>	<p>Continue career profile/auto-bio - <b><i>written version is due Session 3</i></b></p> <p>Read Chapters 5 &amp; 6</p> <p>(CACREP 4g., i.)</p>
Sept 21st	NO CLASS	
Session 3	<p>Triad 1: Presentation of Chapter 5: Culturally Responsive Career Counseling;</p> <p>Triad 2: Presentation of Chapter 6: Holland;</p> <p>Individual presentations of career profile/auto-bio in small groups</p>	<p>Read chapters 7 &amp; 8</p> <p>Review instructions on completion of Strong II and MBTI; <b><i>instruments must be completed by Session 5</i></b></p> <p>(CACREP 4b., d., e.)</p>
Session 4	<p>Triad 3: Presentation Chapter 7: Theory of Work Adjustment;</p> <p>Triad 4: Presentation of Chapter 8: Super;</p> <p>Individual presentations of career profile/auto-bio in small groups</p>	<p>Read chapters 9 &amp; 10</p> <p><b><i>If you have not done so, please complete SII and MBTI</i></b></p> <p>(CACREP 4b., d., e.)</p>
Session 5	<p>Triad 5 : Presentation of Chapter 9: Gottfredson;</p> <p>Triad 6: Presentation of Chapter 10: Social Cognitive Career Theory;</p> <p>Individual presentations of career profile/auto-bio in small groups</p>	<p>Read chapter 3</p> <p>(CACREP 4b., d., e.)</p>

Session 6	<p>Discussion Chapter 3: Testing/Assessment</p> <p>MBTI History; Interpretation of MBTI;</p> <p>Strong Interest Inventory History; Interpretation of Strong;</p> <p>Instructions/Questions on meetings and interpretations;</p> <p>Individual presentations of career profile/auto-bio in small groups (if needed)</p>	<p>Hold assessment interpretation meetings (3 @ 55-60 minutes with additional 10-15 minutes feedback from observer)</p> <p>(CACREP 4e., f., h.)</p>
Session 7	NO CLASS – Conduct interpretations	<p>Complete interpretations &amp; reflection papers</p> <p>Read chapters 11 &amp; 12</p>
Session 8	<p>Discussion triad meetings and paper;</p> <p>Discussion Chapter 11: Emerging Theories;</p> <p>Discussion Chapter 12: Ethics &amp; Professional Issues;</p> <p>Ethical Vignettes;</p> <p>Final paper instructions</p>	<p>Read chapter 14</p> <p>(CACREP 4i., j., and C21)</p>
Session 9	<p>Chapter 14: The Intersection of Career and Noncareer Issues;</p> <p>Resume and Cover Letters; Interviewing</p> <p>Chapter 15: Summary and Integration</p> <p>Course Evaluation</p>	<p>Read chapter 15</p> <p><b><i>Final Paper is due</i></b></p> <p>(CACREP 4c., f., h.)</p>

**\*Triad:** 3 – 4 students working together to present a chapter from the text and meet to interpret one of the two career assessments.

**\*Small Groups:** These groups of 7 – 8 will be the listening groups for your career auto-bio.