

**Lewis & Clark College**  
**Graduate School of Education & Counseling**

**MHC 540-01 Career Counseling Fall 2021**

Tuesdays, 9.7-11.9 | 9am-12pm | York 107

Credit: 2 semester hours

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(Business cell number, email is preferred to schedule meetings)

**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

**Key Required Assignments/Student Learning Outcomes**

This assignment is required for the course, but **will not be the only requirement/expectation**. 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.

<b>Professional Identity First Year</b>	<b>Proficient (A)</b>	<b>Benchmark (B)</b>	<b>Emerging (C)</b>	<b>Inadequate (F)</b>	<b>As evidenced by:</b>	<b>Evaluation &amp; Remediation</b>
<b>2.F.4: Career Development</b>						
PO 6.4 Demonstrates an ability to complete a career assessment and give feedback to client	Scores Effective (3) or above in all 5 areas assessed	Scores 3 or above in 4 of 5 areas assessed	Scores below 3 in 2 or more areas assessed		Understanding of and value in use of career assessments  Practicum Evaluation  Item 39	Assessment Chair/Review  Referral to BRC or ARC

## Course Description

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 learning, discussing, understanding, and presenting on 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 will be provided by the instructor.

## Instructional Process

This course will function in a seminar/collaborative learning format. You are expected to actively and thoughtfully contribute to discussions. Students are responsible for leading text discussions and case studies, as well as participating in counseling practice with fellow students.

## 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](#) and is the point equivalent of that grading scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, F = 0.0).

Instruction Methods	
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	
Supervised Small Group Work	X
Individual/Triadic Supervision	X
Group Supervision	
Case Study	
Debate	
Class Visitor/Guest Lecturer	
Off-Campus/Field Visit	
Other:	

## Course Evaluations

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

**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), or 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.

**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. In addition, this course will follow the [COVID-19 safety protocols](#) as established by the college.

**Disability Services Statement:** If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office 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.

## Course Expectations

**Attendance:** If you need to miss a class, **email me prior to the class.** One absence is allowed with prior notification, in accordance with department policy. Two absences may result in a failing grade for the course. You may be assigned additional work for an excused absence. **Class starts at 9am; please be on time and ready to participate.**

**Participation:** Because this class will operate in a seminar format, your active participation is required. Participation will be evaluated on your active engagement and the quality of your contributions to class and group discussions.

**Devices:** All electronic devices are to be turned off, silenced, and out of sight during class unless explicitly needed for a class activity. You will have an opportunity to check your devices during breaks.

**Assignment Evaluation:** Your work will be evaluated on effort, professional quality, completeness, and timeliness. Please take advantage of electronic tools to check spelling and grammar, but don't underestimate the value of a final proofreading! Punctuation is also important and may alter the meaning or interpretation 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 will be accepted with prior approval; however, your assignment grade will be lowered at the rate of one letter grade per day for late assignments.

**Professionalism:** As a future professional counselor, you are expected to maintain a capacity for openness to points of view, theories, experiences, and perspectives that are different from your own and to demonstrate the ability to engage in thoughtful, open dialogue with people who carry or hold other perspectives in ways that show respect for the other person and their point of view. You will work to understand and demonstrate the ability to balance your own worldviews and judgements with accountability to professional knowledge and behavior.

**Please keep eating and/or drinking during lecture, discussions, and role playing to a minimum to reduce unnecessary distractions.**

## Career Autobiography Paper

**Due 9/28 (25 pts)**

In this exercise, you will consider some of the events that have influenced your personal development. What people, places and events have been important in shaping your life?

In many ways, our lives reflect the events that have happened to us. Some events force us in one direction, while others may cause us to resist and move in an opposite direction. When planning your future, it is important to take a thoughtful look at your past. You are invited to consider the ways your history influences your view of your future.

Some significant things you might include are: the impact of your family's economic status; key childhood events; religious or spiritual influences; political influences; geographic influences; your experiences in K-12 and subjects you enjoyed or were challenged by; extracurricular activities (sports, music, art, theater, clubs, etc.) in which you participated; moving to a new country, city, home, or school; relationships with close friends; deaths, births, marriage, divorce; accomplishments; jobs you may have had; your college and major.

Also respond to the following in your paper:

1. Many believe the most powerful forces in a society include religion, gender roles, attitudes towards sexual identity, social status or class, job opportunities, level of wealth or poverty, politics, authority figures, and racial and ethnic identities. Think about the values and attitudes that matter most to you. Consider how you formed these beliefs—in what ways did these societal forces influence them? How does your unique context apply to your attitudes and values? Consider your gender, race, and ethnicity—how may these forces have influenced your direction?
2. 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.
3. "The meaning of work, the value placed on it, and the expectations about who should perform what types of work reflect the society in which work is organized" (Fouad & Byars-Winston, 2005, p.223). Do you agree or disagree with this statement? Explain why or why not.
4. How will your awareness of these influences shape your counseling work?
5. Where do you imagine yourself working after graduation—in a clinic? Private or group practice? What populations do you see yourself working with?

**Your paper should be no more than 4-5 pages, double spaced, 11-12pt font, 1" margins.**

## ASSIGNMENT 2

### Career Intake Form, Client Interview, and Case Note

Due 10/19 (25 pts)

In this exercise, you will develop an intake form and use this tool to guide an intake interview with your partner.

**Career Intake Form (Complete by 10/12 for use in your Career Interview):** Include questions that will identify:

Presenting concerns

Demographic information, including visible and non-visible social locations and identities (i.e. race, nationality, ethnicity, class, religion or spiritual beliefs, biological sex, gender identity, sexual/affectual orientation, ability status(es), age)

Family and social influences, life roles, physical & mental health information, etc.

**Career Interview:** Using the intake form you have developed, conduct an intake interview with your partner.

**Interviews will be conducted during class time on 10/12.**

**Case Note:** Prepare a “case note” summary of your intake interview for me to read as your “supervisor.”

Your summary should be **no more than one single-spaced page.**

**You will submit both a blank version of your Intake Form and your completed case note summary on 10/19.**

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## ASSIGNMENT 3

### Career Counseling Assessment & Interpretation

Due 11/2 (50 pts)

Using what you learned about your partner from their intake session and from the results of their Meyers-Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII), you will provide them with an assessment interpretation session. As the counselor, address how these inventories help you guide their thinking about their career path. How can your interpretation support them in clarifying their goals? How does what you both learn from the assessments clarify or broaden what you learned in the intake interview? You will also address the experience of receiving interpretation from your partner. How did the interpretation of your results guide your thinking about your career path and goals? What did you learn about the impact of assessments through hearing yours interpreted?

Interpretation sessions will be conducted during class time on 10/26.

After the interpretation, you will write a **2-3 page paper (double-spaced, 11-12pt font, 1” margins) that addresses the following questions:**

What was your experience in the counselor role providing an interpretation of results?

What was your experience in the client role receiving your partner’s interpretation?

What is the value to both counselor and client in using these types of inventories? What are the challenges?

Did your results change or clarify anything about your future goals? What did they reveal to you about your interests? Personality? Values? Skills? Strengths? How will this information be useful to you as you pursue your career as a counselor?

## ASSIGNMENT 4

### Topic Presentation & Resource List

(40 pts)

In partnership with class colleagues, you will present about career counseling considerations for specific populations. Following your presentation you will lead a discussion of the topic. Assume that your fellow students have read the related chapter—this means that you may use the chapter as a starting point, but you are expected to bring in additional outside research, your group’s interpretation of the subject, and to demonstrate critical thinking about your assigned subject area.

For this assignment, you may design an activity, present and discuss a specific case, or develop your own discussion questions to guide the class. **Plan to take about 1 hour of class time.**

In addition, your group will prepare a **resource list of at least 5 career-related resources** that you would suggest to a client from this population. Resources may include: online articles, podcasts, books or workbooks, and self-assessment/self-discovery tools. Provide a brief description of the resource and be prepared to explain why you would suggest it to your future client during your presentation.

These resource lists will be collected on Moodle and shared with the class as a resource for you to use in your own future career as a counselor.

**Each student in your group needs to show leadership during the presentation.** As part of the assignment, you will submit an assessment of your contribution and the contribution of your group members to the process of developing and presenting this assignment.

Topics will be assigned on the first day of class. **See Course Schedule for due dates.**

**You will submit your resource list and any presentation materials, as well as links to relevant research, on the day of your presentation. These will be shared with the class as a resource on our class Moodle page.**

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#### Grading Criteria

#### Points Breakdown

A	94%-100%	Career Autobiography Paper	25 points
A-	90-93%	Career Intake Form, Interview, and Case Note	25 points
B+	87-89%	Career Counseling Assessment & Interpretation	40 points
B	83-86%	Topic Presentation & Resource List	40 points
B-	80-82%	Participation	20 points
C+	77-79%		
C	73-76%		
C-	70-72%		
D+	67-69%		
D	63-66%		
D-	60-62%		
F	59% or below		
		TOTAL	150 points

## Course Schedule

This is a preliminary schedule. Our schedule will remain flexible and this page will be updated on Moodle as needed.

Week	Date	In Class Topics & Activities	Prepare for next class	Due
1	9/7/21	Introductions, Syllabus & Textbook Review  <b>Lecture/Discussion:</b> What is Career Counseling?; Historical Development & Historical Influences	Chapters 1, 2, 3	
2	9/14/21	<b>Lecture/Discussion:</b> Theories & Models of Career Counseling: Trait & Factor, Developmental	Chapters 4 & 5	
3	9/21/21	<b>Lecture/Discussion:</b> Theories & Models of Career Counseling: Social Learning & Constructivist; Integrating Career and Personal Counseling	Chapters 6, 7, 8	Take MBTI/SII via provided link
4	9/28/21	<b>Lecture/Discussion:</b> Career Counseling Intake Interview & Assessments; Ethics	Chapters 9 & 10	Assignment #1
5	10/5/21	<b>Group 1 Presents:</b> Career Counseling for Multicultural Groups  <b>Group 2 Presents:</b> Gender & Career		
6	10/12/21	Intake interviews	Chapters 11 & 12	
7	10/19/21	<b>Group 3 Presents:</b> Career Counseling for LGBTQ+ Clients  <b>Group 4 Presents:</b> Career Counseling for Individuals with Disabilities		Assignment #2
8	10/26/21	MBTI/SII Interpretation Group Work	Chapters 13 & 14	
9	11/2/21	<b>Group 5 Presents:</b> Job Loss & Transition  <b>Group 6 Presents:</b> Career Development and Transitions of Working Adults	Chapters 15, 16, 17	Assignment #3
10	11/9/21	<b>Group 7 Presents:</b> School-Based Career Counseling: From Kindergarten to College...and Beyond!  Class evaluations		