



Art Therapy Program
AT 560: Career Counseling (2 credits)
 30 hours of class time | In Person
 Spring 2024: 2/3, 2/17, 2/24, 3/2
 9:00 a.m. to 5:30 p.m.

Instructor: Gregory Kaplan
Email: gregorykaplan@lclark.edu
Office Hours: By appointment

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 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.

(CAAHEP 2017 Standards) Required Course Objectives:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
1) Define theories and models of career planning and decision-making 2) Understand assessment tools and techniques, including art therapy assessments, relevant to career development	1) Apply information/resources available to support client choice 2) Use approaches for assessing the relationship between career development and client match in terms of lifestyle, life roles and mental health factors	1) Value multicultural and ethical strategies for facilitating career and educational planning and development with diverse clients

Key Required Assignments/Student Learning Outcomes

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

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

Lecture, small group discussion, large group discussion, course readings, group presentations, supervise small group work and individual/triadic supervision

Required Textbooks

Smith, A. C. & Peterssen, K (2023). *An Innovative Approach to Career Counseling: Theory and Practical Application*. Springer Publishing Company.

Parker-Bell, B. & Osborn, D. (2022). *Art Therapy and Career Counseling: Creative Strategies for Career Development Across the Lifespan*. Taylor & Francis.

Required Assessment Tools:

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

Required Technology for Virtual Classroom

<https://graduate.lclark.edu/academics/graduate-school-reopening-2020/educational-technology/>

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 = 100 points

GRADING CRITERIA

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

Professionalism and Participation

Instructional Process: This course will function in a remote only seminar/collaborative learning format where participants will actively contribute to discussions. Students are responsible for leading text discussions and case studies.

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.

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 there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which

you are eligible.

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.

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.

Participation: This class will function in a seminar/collaborative learning format; therefore, virtual 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.

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.

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*, 7th 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

Total Score (100 pts)

Class Participation (6 pts)

In-Class Presentations (2 pts per sub-assignment; dates listed in course schedule below)

1. **Career Autobiography:** breakout dyadic groups to discuss prompts for paper.
2. **Intake:** Students will pair up and interview each other for intake.
3. **Theories:** Each student will present on a class of theories or a single theory (depending on the class size).
4. **Assessment:** Each pair of students will have the clinician demonstrate the presentation of one test or another to a client, and then will trade roles.

5. **Technique:** Each student will present on a creative technique.
6. **Technology:** In pairs, students will demonstrate how to use a technological resource.
7. **Breakout Groups**

Assignment 1: Career Autobiography including Family Career History, Social Identity, and Cultural Context.

Exercise: Career Profile/Autobiography | Charting Your Career Life

Due 24 Hours before Day 1

(10 pts)

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.

This paper should be *no more than 4 pages*, double-spaced, 12-point font, 1-inch margins.

Respond to the following prompts:

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, political 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.
4. “The roles and status allocated to racial and ethnic minority members 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 Case Note

**Due 24 hours before Day 2
(20 pts)**

1. Develop a **Career Counseling Intake Form**. Include demographic information including visible and nonvisible social locations or identities (e.g. Race, Ethnicity, Nationality, Ethnicity, Class, Religion or Spiritual Beliefs, Biological Sex, Gender, Sexual/Affectional Orientation, Ability, Age).
2. Meet virtually or in person with your partner to complete the intake assignment. You should plan on no less than one full hour of discussion.
3. Prepare “case notes” for me to read as your “supervisor” in a counseling clinic. **Your notes should be single-spaced and no more than one page.**

Assignment 3: Career Counseling Assessment and Interpretation

**Due 24 hours before Day 4
(20 pts)**

This paper should be no more than 3 pages, double-spaced, 12-point font, 1-inch margins.

Students will complete two inventories (**Myers-Briggs Type Indicator | MBTI and Strong Interest Inventory | SII**). You will use the results obtained to work with your partner and practice interpreting the results. Your paper will ask you to 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 these inventories. With your partner, decide which one of you will interpret the Strong Interest Inventory and which one of you will interpret the Myers-Briggs. Describe the experience of being in the counselor role and conducting the interpretation. What did you learn about the role of counselor? Consider your role as client. 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 impact career and life decisions. These can be related to the environment, situations, outlook on life.

Assignment 4: Final Knowledge Exam

**Due in class on Day 4
(30 pts)**

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

Course Assessment	Points
Participation and In-Class	20
Assignment 1	10
Assignment 2	20

Assignment 3	20
Final Knowledge Exam	30
Total	100

Grading: This course is graded in accordance with the grading policy of the Art Therapy program in 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.

Course Schedule

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

Course Schedule – Spring Quarter 2024

(Schedule will remain flexible and at the prerogative of the instructor; in-class assignments (**Assignment 1**) are underlined.)

Section	Time	<i>In Class: Assignments and Topics</i>	<i>Prepare for Class: Assignments</i>
1	Day 1 9am-12:30pm	Introductions Syllabus Textbooks Professional Development <u>Dyadic Discussions</u>	<i>Innovative</i> chapters 1, 6 <i>Innovative</i> chapter 2 (optional) <i>Art</i> chapter 1 (optional) Assignment 1 due 24 hours before class
2	Day 1 1:30-5:30pm	Quiz Ethics Cross-Cultural Perspectives <u>Breakout Groups</u>	<i>Innovative</i> chapter 3 <i>Art</i> chapter 5 <i>Art</i> chapters 3, 6 (optional)
3	Day 2 9am-12:30pm	Quiz Career Development Theories I <u>Intakes</u> <u>Theory Presentations</u>	<i>Innovative</i> chapters 2, 4 <i>Art</i> chapter 2 Assignment 2 due 24 hours before class
4	Day 2 1:30-5:30pm	Quiz Career Development Theories II <u>Theory Presentations</u>	<i>Innovative</i> chapter 5

5	Day 3 9am-12:30pm	Quiz Assessments <u>Assessments</u>	<i>Innovative</i> chapter 7 <i>Art</i> chapter 4 Complete Strong Interest Inventory Complete Myers- Briggs Type Indicator
6	Day 3 1:30-5:30pm	Career Decision Making and Changes Mental Health <u>Breakout Groups</u>	<i>Innovative</i> chapter 9 <i>Art</i> chapters 9, 13
7	Day 4 9am-12:30pm	Techniques <u>Technique Presentations</u>	<i>Innovative</i> chapter 12 <i>Art</i> chapters 10, 11 (optional) Assignment 3 due 24 hours before class
8	Day 4 1:30-3:30pm	<u>Quiz</u> Technologies <u>Technology Presentations</u>	<i>Innovative</i> chapters 8, 14
9	Day 4 3:30-5:30pm	<u>In-class Examination</u> <u>Complete Student Evaluations</u>	Assignment 4 due in class