

Lewis & Clark College
Graduate School of Education & Counseling
Professional Mental Health Counseling &
Professional Mental Health Counseling – Specialization in Addictions

MHC540 Career Counseling | 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 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

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

Lewis & Clark College
Graduate School of Education & Counseling

MHC 540-01 Career Counseling

Tuesdays, 1.9- | 9am-12pm | York 107

Credit: 2 semester hours

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

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

At the conclusion of this course, students will be able to demonstrate competency in the following areas:

- Understanding various theories that explain how individuals make career decisions
- Understanding of career assessment tools, such as interest inventories, personality assessments, and aptitude tests; including how to administer these tools and interpret the results.
- How to use counseling techniques and strategies that can help individuals make career decisions.
- How to help clients set career goals, develop career plans, and make informed career decisions, including understanding the decision-making process and the factors that influence career choices.
- Various job search strategies, including resume writing, interview skills, networking, and using online job search resources.
- How career development and career needs change, including career transitions, retirement planning, and dealing with job loss.
- Ethical and legal issues related to career counseling.
- Unique career development needs and challenges of diverse populations and special populations.
- Use of technology in career counseling, including using online career resources, virtual counseling, and social media in career development.

Required Text

Tang, M. (2019). *Career development and counseling: Theory and practice in a multicultural world*. Sage.

Hill, J., Testa, J., Baquet, S., Muirhead, K. (2021). Implementing a social justice leadership framework in career counseling. *The Career Development Quarterly*, 69. doi: 10.1002/cdq.12277

Required Assessment Tool

Strong Interest Inventory (SII) – a link will be provided by the instructor.

Recommended Readings

My teaching style is rooted in responding to the needs of the class. This means adapting to the questions, conversations, and processes that develop in real-time. There may be other readings or learning materials assigned as themes emerge or events unfold. On Moodle, there are also suggested readings and additional resources; these are marked as additional materials and are not required for the course but are instead intended to support your clinical development.

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.

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 Expectations

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.

General Policies

This course adheres to the general policies outlined in the catalog and [Student Handbook](#).

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). This contact is the necessary first step for receiving appropriate accommodations and support services. 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. Please discuss with me which accommodations will best support your learning in this class.

Attendance

If you need to miss a class, **email me at least one hour prior to the class start time.** 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

This course requires students to engage in both discussion and experiential training methods. Students are expected to attend class in order to participate in technique practice and exploring the topics covered in class. It is also expected that students have done the assigned readings prior to that class meeting. Participation will be evaluated on your preparation, your active engagement in class, the quality of your contributions to both class and small group discussions, and your professionalism.

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. It is expected that you will demonstrate the ability to engage in thoughtful, open dialogue with people who carry or hold perspectives other than yours and to behave in ways that show respect for the other person and their point of view. You will work to understand other perspectives 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 other class activities to a minimum to reduce unnecessary distractions.

Assignment Evaluation

All your work will be evaluated on depth, 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. When used, citations should be in APA format following the styles indicated in *APA's Publication Manual, 7th Edition*.

Late assignments will be accepted **with prior approval**; otherwise, your assignment grade will be lowered at the rate of one letter grade per day for late assignments.

Assignment Submission

All assignments will be submitted through Moodle unless indicated on the assignment sheet. All assignments are due by 11:59pm on the due date listed on the syllabus.

Please name your files using the following convention: **FirstInitialLastName_AssignmentTitle.pdf**

Grading Criteria

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).

A	94%-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	74-76%
F	73% or below

Points Breakdown

Career Autobiography	20 pts
Intake, Case Summary & Reflection	30 pts
Assessment Interpretation & Reflection	30 pts
Participation	10 pts
TOTAL	100 pts

Career Autobiography Paper (20 pts)

Due 1/23

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 the future, it is important to take a thoughtful look at the past. What people, places and events have been important in shaping your life? You are invited to consider the ways your history has influenced your view of your future.

In this paper, you will consider some of the events that have influenced your personal career development and answer the following questions:

1. Think about the values and attitudes that matter most to you. Consider how you formed these beliefs and how they have guided your educational and career choices. How does your unique social context apply to your attitudes and values? Consider your intersectional social locations—how may these forces have influenced your direction?
2. The issue of economic status is important in shaping our understanding of the cultural context of career and career development. Discuss the role of your past and current economic status in shaping your experience of career and career development and why this understanding is important in career counseling.
3. How have your past experiences informed your current career goals? Where do you imagine yourself working after graduation—in a clinic? Private or group practice? What populations do you see yourself working with? How has your past experience shaped

Your paper should be no more than 4-5 pages, double spaced, 11-12pt font, 1" margins. You will be graded on your reflection on your own experiences and your thoughtful responses to the above questions.

Key Assignment: Career Counseling Demonstration

(60 pts total)

You will be partnered with class colleagues for the Career Counseling Demonstration assignment. This assignment involves being in turn a counselor, a client, and an observer over two separate class periods. You will play the role of counselor for the same class colleague during both the Intake and the Assessment Interpretation sessions.

You will upload both parts 1 & 2 of this assignment as a single submission to TaskStream.

Part 1: Intake Session, Case Summary & Reflection Paper

Due 2/20

(30 pts; rubric on next page)

You will develop a set of intake questions and use this tool to guide an intake interview with your partner. Include questions that will identify:

Presenting concerns (career & other)

Salient demographic information, which might include visible and non-visible social locations and identities such as race, nationality, ethnicity, class, religion or spiritual beliefs, biological sex, gender identity, sexual/affectional orientation, ability status(es), age

How family and social influences, life roles, physical & mental health, etc. have impacted their career concerns

Using the intake questions you have developed, you will conduct an intake interview with your partner. You will then write a summary of what you learned in your intake interview using the clinical writing skills covered in class. Your summary should be no more than one single-spaced page.

Additionally, you will write a **1-2 page reflection paper (double-spaced, 11-12pt font, 1" margins)** on the experience that addresses the following questions:

What was your experience in the counselor role gathering information about your client?

Were there any surprises between how you thought the session would go and the reality of the session?

Any additional questions you wish you had asked?

What was your experience in the client role sharing about yourself? How might this influence how you conduct intakes with clients?

You will submit via Moodle a copy of your intake questions, a completed intake summary based on your interview, and your reflection on the experience as part 1 of this assignment.

Intake Session, Case Summary & Reflection Paper Rubric

Area	Distinguished	Proficient	Emerging	Unacceptable
<i>Intake Questions (10 pts)</i>	Questions developed demonstrate an exemplary understanding of the intake interview process and elicit key areas of interest in career counseling and integrate concepts from career theory/theories.	Questions capture all areas of interest in the intake process and capture sufficient information to summarize client demographics, history, and presenting concern(s).	Questions touch on areas of interest in the intake process but do not sufficiently address key areas of client demographics, history, and presenting concern(s).	Questions developed do not sufficiently identify client demographics, history, and presenting concern(s).
<i>Case Note (10 pts)</i>	Case note demonstrates deeper understanding of client and their concerns.	Case note demonstrates sufficient insight gained into client and their concerns.	Case note demonstrates basic insight into client or their concerns.	Case note demonstrates insufficient understanding of client or their concerns.
<i>Reflection (10 pts)</i>	Significant depth in self evaluation of session and intake questions.	Some depth and thoughtfulness in self evaluation of session and intake questions.	Self evaluation of session and intake questions lacks depth.	Self evaluation of session and intake questions was cursory or not present.

Key Assignment: Career Counseling Demonstration, con't.

Part 2: Assessment Interpretation Session & Reflection (40 pts; rubric on next page)

Due 3/17

In your second session, using what you learned about your partner from both their intake session and from the results of their Strong Interest Inventory (SII), you will engage with them in an assessment interpretation session.

After the session, you will write a **2-3 page reflection 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?

How did the information gathered about your client in the intake session support your understanding and explanation of the assessment results?

How might your assessment interpretation support your client in clarifying their goals?
How did what you both learned from the assessment results clarify or broaden what you learned in the intake interview?

What was your experience in the client role receiving your partner's interpretation? What did your results reveal to you about your interests, values, skills, or strengths? How will this information be useful to you as you pursue your career as a counselor?

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

You will your reflection via Moodle as part 2 of this assignment.

Your client and your observer partner will also complete a feedback form on the session that they will turn in at the end of the class period in which the session occurs.

Assessment Interpretation Session & Reflection Paper Rubric

Area	Distinguished	Proficient	Emerging	Unacceptable
<i>Understanding of Instrument (10 pts)</i>	In-depth understanding of instrument and use of assessment results in a session.	Demonstrates an understanding of instrument and use of assessment results in a session.	Limited understanding of instrument or use of assessment results in a session.	Does not demonstrate understanding of instrument or use of assessment results in a session.
<i>Therapeutic Relationship (10 pts)</i>	Interpretation session significantly strengthened rapport.	Ability to build and/or deepen rapport.	Some difficulty focusing on rapport building.	Unable to tend to rapport.
<i>Clinical Thinking (10 pts)</i>	Strong ability to explain and contextualize results to client.	Able to explain and contextualize results and assessment to client.	Some difficulty explaining or contextualizing assessment or results to client.	Is unable to explain or contextualize assessment or results to client.
<i>Self-Reflection (10 pts)</i>	Able to make thoughtful connections between information gained in intake and assessment results.	Uses information gained in intake to support interpretation.	Some ability to relate assessment results to information from intake.	Unable to relate assessment results to information from intake.
<i>Self-Reflection (10 pts)</i>	Significant depth and thoughtfulness in reflection. Reflection addresses all key questions.	Some depth and thoughtfulness in reflection. Reflection addresses all key questions.	Reflection lacks depth or does not address some key questions.	Reflection is cursory, does not address any key questions, or is not present.

Course Schedule

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

Week	Date	Topic	Readings for Next Class	Due
1	1/9/24	Introductions, Syllabus Review What is Career Counseling & Why Should You Care?	Chapters 1 & 2; Hill, et al. 2021 (on Moodle)	Counseling Triads to be assigned in class
2	1/16/24	Historical Influences on Career Counseling & Client Career Experiences	Chapter 4	
3	1/23/24	Modern Theories & Models: Trait & Factor, Developmental	Chapter 5	Career Autobiography
4	1/30/24	Postmodern Theories & Models: Social Learning, Cognitive & Constructivist	Chapters 6 & 7	
5	2/6/24	Intake & Assessment; Ethics		
6	2/13/24	Intake Interview Sessions	Chapters 8 & 15	Complete SII from emailed link
7	2/20/24	Career Interventions		Part 1: Intake Summary, Intake Questions & Reflection Paper*
8	2/27/24	Assessment Interpretation Sessions	Chapter 14	
9	3/6/24	Career Planning & Decision Making; Job Transition	Chapter 9	
10	3/17/24	Job Search Resources & Technology Course summary & evaluations		Part 2: Assessment Interpretation Reflection Paper*

*At the end of the term, you will upload both parts 1 & 2 of this assignment as a single submission to TaskStream.