



MAC 658 Career Development
Saint Martin's University - Master of Arts in Counseling
Reflective Practice Level
Leticia Nieto, PsyD, LMFT, TEP

SAINT MARTIN'S UNIVERSITY MISSION AND CORE THEMES

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service. The University honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

Faith	Reason	Service	Community
The search for a life path is woven together with our sense of what is ultimate. This course fosters attention to questions of calling and vocation.	An integral approach to life-work; focusing on cultivation of emergent responses to inner impulses toward particular courses of action.	Students in this course conduct a 6 session, pro-bono career search process with a community member.	A demonstrated commitment to supporting the achievement of fellow classmates' goals is one key element of this course.

COLLEGE OF EDUCATION AND COUNSELING MISSION STATEMENT

The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills and dispositions to positively transform the lives of those they serve.

MASTER OF ARTS IN COUNSELING (MAC) PROGRAM MISSION STATEMENT

The Master of Arts in Counseling Program (MAC) prepares professionals in the theoretical foundations and skills necessary for advanced positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. The MAC program is characterized by personal, social, and professional transformation, liberation, and enrichment.

MAC Faculty areas of interest include: anti-oppression, appreciative inquiry, access and technology, authentic leadership, collaboration, conflict as opportunity, decolonization, depth work, faith and community, indigenous wisdom, love, military families, professional identity, relational approaches to research, social change, spontaneity and creativity, subtle activism, and vulnerability. Our work strives to embody social justice through a continuing cultivation of ethical and culturally relevant methodologies. In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic framework, we recognize the dominance of white/eurocentric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism and heterosexism in our communities by admitting their pervasiveness

and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

COURSE DESCRIPTION AND CLASS FORMAT

This course is designed to provide in-depth inquiry into the process of career development and the ways it can be facilitated. This course will contribute to the development of a professional attitude and identity as a counselor working with individuals, couples, families, and groups. Areas of study will include professional socialization and the role of the professional organization, licensure or certification legislation, independent practice, and inter-professional cooperation as these relate to Career Counseling. Family systems approaches to life-work crises intervention, as well as, the role of individual subsystems, family of origin and external societal influences in career choice will be explored. In this course students will evolve an understanding of the tasks of creating a life which will be profoundly practical, thoroughly intimate, and inescapably personal.

STUDENT LEARNING OBJECTIVES AND OUTCOME MEASURES

STUDENT LEARNING OBJECTIVES	LEARNING OUTCOME MEASURES
1. Students will learn theories and models of career development, counseling, and decision making.	Students will be able to identify two theories and/or models by completing career assessments.
2. Students will understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.	Students will complete achievement assignment exploring student's development, successes, and interrelationships between their work, mental well-being, relationships, and the life factors that supported or challenged their abilities.
3. Students will explore processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.	Students will be able to identify one process for identifying and using information systems. Students will demonstrate their exploration of career processes through journal reflections. They will synthesize research and reading regarding current/future labor considerations and technology, and how this applies in guiding future clients in accessing this information.
4. Students will identify approaches for assessing the conditions of the work environment on clients' life experiences.	Students will complete an analysis of work environments and explore how conditions may encourage or hinder success for future clients.
5. Students will learn strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.	Students will be able to identify two strategies for assessment over six career counseling sessions. .
6. Students will acquire strategies for career development program planning, organization, implementation, administration, and evaluation.	Students will be able to demonstrate one strategy for career development in a monologue of one iconic person's rise to success in their career, education, and/or in their personal life's work.
7. Students will acquire strategies for advocating for diverse clients' career and educational	Students will be able to identify one advocacy strategy for diverse clients, and illustrate it in a career theory presentation.

development and employment opportunities in a global economy.	
8. Students will learn strategies for facilitating client skill development for career, educational, and life - work planning and management.	Students will be able to demonstrate two strategies for facilitating client skill development in dyad discussion meetings with classmate. These meetings will be summarized in journal form.
9. Students will learn methods of identifying and using assessment tools and techniques relevant to career planning and decision making.	Students will complete at least 3 assessment techniques relevant to career planning and decision making during the class
10. Students will acquire ethical and culturally relevant strategies for addressing career development.	Students will participate in role plays, exploring ethical strategies that honor cultural diversity.

COURSE CONTENT AREAS

These content areas will be emphasized in this course:

<p>CAREER DEVELOPMENT</p> <ul style="list-style-type: none"> a. theories and models of career development, counseling, and decision making b. approaches for conceptualizing the interrelationships among and between work, mental well - being, relationships, and other life roles and factors c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems d. approaches for assessing the conditions of the work environment on clients' life experiences e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development f. strategies for career development program planning, organization, implementation, administration, and evaluation g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy h. strategies for facilitating client skill development for career, educational, and life - work planning and management i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making j. ethical and culturally relevant strategies for addressing career development
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LICENSURE REQUIREMENTS

MAC 658 will meet WA licensure requirements for behavioral science in a field relating to mental health counseling in area (9) Career Development Counseling, WAC 246-809-221. This course may meet WA licensure requirements for marriage and family therapy in the area (8) Electives, WAC 246-809-121.

CHEMICAL DEPENDENCY PROFESSIONAL CERTIFICATION

MAC 658 Career Development in Individual and Family Therapy may meet WA chemical dependency professional certification in area (I) Referral and use of Community Resources and (N) Client, Family, and Community Education. WAC 246-811-030.

SECTION TWO**INSTRUCTOR:** Dr. Leticia Nieto**CONTACT INFORMATION:** 360-438-4567, Lnieto@stmartin.edu**OFFICE HOURS:** Appointments available by arrangement.**CLASS DAY AND TIME:** TBA**BUILDING AND ROOM:** TBA**REQUIRED TEXTS AND READINGS**

You are welcome to use either paper or electronic versions when electronic version is available. You may use any edition of the book.

1. *Artist's Way: A Spiritual Path to Higher Creativity*, Julia Cameron (2002) Jeremy P. Tarcher/Putnam; ISBN-10: 1585421464
2. *The Essential Enneagram*, David Daniels and Virginia Price (2009) HarperOne; ISBN-10: 0061713163
3. *I Could Do Anything if I Only Knew What It Was: How to Discover What You Really Want and How to Get It*, Barbara Sher (1995) Dell; ISBN-10: 0440505003
4. *Career Theory and Practice: Learning Through Case Studies*, Jane Swanson and Nadya Fouad (2014) SAGE Publications, Inc; ISBN-10: 1452256691
5. *Do What You Are: Discover the Perfect Career for You through the Secrets of Personality Type*, Paul D. Tieger and Barbara Barron-Tieger (2014) Little Brown and Company; ISBN-10: 031623673X
6. *Crossing the Unknown Sea: Work as a Pilgrimage of Identity*, David Whyte (2002) Riverhead Trade; ISBN-10: 1573229148

Recommended Texts: (These are optional but strongly encouraged)

1. *The Dream and the Underworld*, James Hillman (1979) William Morrow Paperbacks; ISBN-10: 0060906820
2. *Study Guide for the National Counselor Examination and CPCE*, Andrew Helwig (2011) Andrew A. Helwig; ISBN-10: 0964837757. Many people will take the NCE as part of their process for MHC licensure; some will take other exam options. Please choose what will be most useful to you.
3. *Integral Psychology: Consciousness, Spirit, Psychology, Therapy*, Ken Wilber (2000) Shambhala; ISBN-10: 1570625549
4. *Integral Life Practice: A 21st Century Blueprint for Physical Health, Emotional Balance, Mental Clarity, and Spiritual Awakening*, Ken Wilber, Terry Patten, Adam Leonard, Marco Morelli (2008) Integral Books; ISBN-10: 1590304675
5. *Let Your Life Speak: Listening for the Voice of Vocation*, Parker Palmer (1999) Jossey-Bass; ISBN-10: 0787947350
6. *Thank You for Your Service*, David Finkel (2013) Sarah Crichton Books; ISBN-10: 0374180660

METHODS OF INSTRUCTION

MAC classes have a significant class-webpage component. Methods include: lectures, dyad and group discussions, student presentations, skills practice in small groups and dyads, observations (outside of class), guest speakers, use of media (films, music, etc.). The MAC program places significant emphasis on role playing to insure skills mastery and self-confidence.

STUDENT EVALUATION AND GRADING POLICY

GRADING SYSTEM

A word about grading of all written and oral projects and final class grades in the MAC program.

We do not use the deficiency model of a baseline grade for graduate students being an "A" with a lowered grade representing "something wrong." Rather, the baseline (average) grade for graduate students is a "B." Students performing above the average earn a "B+" and those showing second-mile excellence earn an "A-" (an excellent grade). A grade of "A" will be awarded only in the case of unusual distinction.

A = 95-100 Exceptional. The student has demonstrated a quality of work and outstanding accomplishment well beyond the normal requirements and shows originality of thought and mastery of material. The student's performance exceeds MAC behavioral expectations.

B = 85-94 Excellent. The student's academic achievement exceeds satisfactory accomplishment showing a clear indication of initiative, comprehension of the material, and the ability to work with concepts. The student's performance meets MAC behavioral expectations. This level represents the standard expected of all students.

C = 75-84 Unsatisfactory for Graduate Level. While the student has met the formal requirements, the student has not demonstrated comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

D = 65-74 Not a Passing Grade. The student's accomplishment leaves much to be desired. Requirements may have been cursorily met but without indicating minimal comprehension of the material and the ability to work with concepts. The student's performance does not meet MAC behavioral expectations.

F = Below 65 Failure. The student has not met the minimum requirements. The student's performance does not meet MAC behavioral expectations.

Information about an Incomplete Grade

The policy for requesting an incomplete grade is in the Graduate Catalog. Incompletes have to be processed prior to Finals Week. Please note that the work in the class must have been completed satisfactorily. That means if a student has not completed work at the time of the request, it is the instructor's judgment whether to base the decision on whether the student was making satisfactory progress on the work that was expected to be completed at the time of the request or the work that was actually completed. For this reason, among others, it is important for the student to request the incomplete as early as possible.

COURSE SCHEDULE

SESSION 1

Please be aware that attendance at the first class is MANDATORY.

Introductions.
Review syllabus

Preparation for Session 2:

Career Theory and Practice: Learning Through Case Studies, Swanson and Fouad
Please rent, watch, and post on Moodle on the film *Up In the Air*

Write a very brief email to your dyad/case study partner (send these emails to the whole class and to professor, while being careful to protect client confidentiality) using the prompt, "As I begin to think about doing career work with a client for six sessions, what is coming up for me is..."

Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 2

Buddy System and Success Teams

Congruence and Homecoming

Discussion: Theories and models of career development, counseling, and decision making

Preparation for Session 3:

The Artist's Way, Cameron

Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 3

Power and Vulnerability

Descent

Drama of work

Career transitions and addictions recovery

Discussion: Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

Due: Goal Statements

Due: Identify a well-known person who is an inspirational role model for your monologue, email to professor.

Preparation for Session 4:

Please rent, watch, and post on Moodle on the film *Billy Elliott*

Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 4

Work and Soul Path

Barn-Raising (Sher pg. 166)

Enneagram

Discussion: Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

Preparation for Session 5:

The Essential Enneagram, David Daniels and Virginia Price

View Warriors to Work/Full Circle – Helps veterans transition back into the civilian workforce by providing career counseling services and job placement assistance

Explore career resources for military veterans

Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 5

Myers Briggs Overview

Talents, Dragons, and Disclosure

Discussion: Approaches for assessing the conditions of the work environment on clients' life experiences

Due: Career Counseling Plans, email to professor

Preparation for Session 6:

Do What You Are, Paul D. Tieger

View [Harry Potter Myers Brigg jpg](#)

View [Peter Buffett](#) video - composer, musician, philanthropist, and author of [Life Is What You Make It](#), speaks about his new book

Write a very brief email to your dyad/case study partner (send these emails to the whole class and to professor, while being careful to protect client confidentiality) using the prompt, "I have begun working with my client and one exercise I tried was... I learned... "

Meet with your reading partner (in person, email, phone, Skype, etc.)

Suggested for Journal: Tieger 63, Sher Ex. 4-9 (optional)

SESSION 6

Fire and Desire

Grief and Joy

Discussion: Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

Preparation for Session 7:

[Crossing the Unknown Sea](#), Whyte -first half of book

Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 7

Client, family, and community education for re-careering in recovery

Theory Presentations

Monologue: _____

Discussion: Strategies for career development program planning, organization, implementation, administration, and evaluation

Preparation for Session 8:

[Crossing the Unknown Sea](#), Whyte - second half of book

Please rent, watch, and bring quote to class from your own experience of integration of learning on the film *The Legend of Bagger Vance*

Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 8

Deciphering, The Fool, Hard Times

Voice and Body

Theory Presentations:

Monologue: _____

Discussion: Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

Preparation for Session 9:

Write a very brief email to your dyad/case study partner (send these emails to the whole class and to professor, while being careful to protect client confidentiality) using the prompt, "A challenge I have encountered in my case work is... "

Meet with your reading partner (in person, email, phone, Skype, etc.)

The Dream and the Underworld, Hillman (optional) _____

Study Guide for the National Counselor Examination and CPCE, Helwig (optional)

Many people will take the NCE as part of their process for MHC licensure; some will take other exam options. Please choose what will be most useful to you.

SESSION 9

Review

SESSION 10

Innocence and Experience, Crafting/Barn-Raising

Monologue: _____

Discussion: Strategies for facilitating client skill development for career, educational, and life - work planning and management

Preparation for Session 11:

I Could Do Anything If I Only Knew What It Was, Sher - first half of book

Please rent, watch, and prepare to discuss in class the film *Departures*

Please read about *Soul Repair for Veterans*

Let Your Life Speak, Parker Palmer (optional) _____

Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 11

Strategy

Training and Time

Monologue: _____

Discussion: Methods of identifying and using assessment tools and techniques relevant to career planning and decision making

Preparation for Session 12:

I Could Do Anything If I Only Knew What It Was, Sher - second half

Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 12

The Image as Gateway

Self-Acceptance

Economics: Scarcity or Mutual Support

Theory Presentations

Monologue: _____

Discussion: Ethical and culturally relevant strategies for addressing career development

SESSION 13

Due: Achievements write up, email professor

Complexity and Chaos

Theory Presentations

Monologue: _____

Preparation for Session 14:

Please rent, watch, and post on Moodle on the film *Off the Map*
 Meet with your reading partner (in person, email, phone, Skype, etc.)
Thank You for Your Service, Finkel (optional) _____

SESSION 14

Relapse Prevention and Re-Careering
 Theory Presentations
 Monologue: _____

Preparation for Session 15:

Meet with your reading partner (in person, email, phone, Skype, etc.)
Integral Psychology, Ken Wilber (optional) _____
Integral Life Practice, Ken Wilber (optional) _____

SESSION 15 Honors Convocation and Scholar's Day - ??

Preparation for Session 16:

Please view online: [The Power of Drive](#)
 Write a very brief email to your dyad/case study partner (send these emails to the whole class and to professor, while being careful to protect client confidentiality) using the prompt, "As I move toward closure with my client I am thinking of..."
 Meet with your reading partner (in person, email, phone, Skype, etc.)

SESSION 16

Due: OPTIONAL Case Papers

Due: Case Presentations and Sharing the Journals

Due: Self Evaluations, also Course and Instructor Evaluation

Soul of the World-The Cycles-Mythopoetic Approaches-Faith
 Theory Presentations
 Closure and Celebration

SMU ACADEMIC CALENDAR

Classes Begin	January 14, Monday
Martin Luther King Day (University Closed)	January 21, Monday
Add/Drop Deadline (No Notation) <i>Attendance Accounting Due</i>	January 25, Friday
Presidents Day (University Closed)	February 18, Monday
Spring Break: No Classes, University Offices Open <i>Mid-Term Grades Due to Registrar</i>	March 11-15, Monday-Friday
Saint Benedict's Day: University Closed	March 21, Thursday
Advising Week: Classes Meet Students Encouraged to Schedule Meeting with Advisors	March 25-29, Monday-Friday
Priority Registration Begins for Summer/Fall 2019	April 08, Monday
Last Day for Withdrawal (W grade)	April 12, Friday
Good Friday (University Closed)	April 19, Friday

Easter Monday (University Closed)	April 22, Monday
Honors Convocation and Scholars Day	April 30, Tuesday
STUDY WEEK – No University-Sponsored Social or Club Activities	April 29 – May 03, Monday-Friday
Senior Commencement Fair	May 02, Thursday
Saint Thomas Aquinas Study Day – No Lacey Campus Classes	May 03, Friday
Final Examinations	May 06-09, Monday – Thursday
Chancellor’s Baccalaureate Mass & Hooding Ceremony	May 10, Friday
Commencement	May 11, Saturday
Grades Due to Registrar	May 13, Monday

COURSE AGREEMENT

Please fill this out completely before our first class.

Name _____ Course Name, Semester, Year _____

Preferred Pronoun (optional) _____ Age (optional) _____ Ethnicity (optional) _____

Address _____ Zip _____ Email _____

Phone Numbers: work _____ home _____
 (Please indicate which numbers can be placed on a class list for students in this class.)

Relational Status (optional) _____ Children _____ Ages _____

Presently employed? _____ Place of Employment _____

B.A. Degree from _____ Major _____

1. What do you hope this course will help you accomplish? What is your curricular /learning agenda? What are your learning goals? Please be specific.
2. Please describe yourself as a learner. How do you learn best? What is your learning style? Have you taken the Myers-Briggs test? (If so, please list type.)
3. Please describe your previous exposure, training or education in career counseling.
4. How will you know, at the end of this semester, if you have reached your goals for this course? (Please be as specific as you can.)
5. What do you bring to this course? What will you contribute?
6. Self-care is an important part of a good learning experience. Are you prepared to monitor your levels of challenge and support? How? (Please be as specific as you can.)

7. Are you willing to commit to being a supportive learning partner with all of us in this class? How will you do that?
8. There may be a class assistant offering support in this class. Will you take the opportunity to talk with them and the faculty about any concerns, challenges, or support that you might need? Is there anything you want faculty to know?
9. I have read the syllabus and schedule. I understand it to be a contractual agreement.

Signed: _____ Date: _____

Please review and return week two

Ground Rules and Agreement

1. We want to create an atmosphere that lends itself to open discussion. Respect and confidentiality support the creation of a space where open discussion can happen.
2. Acknowledge that racism and sexism, as well as other forms of oppression, exist.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. We will assume that people are always doing the best they can.
5. We will share information about our groups with other members of the class and we will never demean, devalue, or in any way “put down” people for their experiences.
6. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

(Note: These guidelines are adapted from guidelines initially developed by Lynn Weber Cannon, Professor of Sociology, Memphis State University)

Please answer and discuss the following:

1. What three values do you think it is most important for us to uphold as a group?
2. What behaviors will support these values?
3. What behaviors will detract from these values? What behaviors would you see as unacceptable in the context of this class?

4. How do you think conflict should be handled in this class?

5. What does respect mean to you? What has characterized your best classroom experience?

SECTION THREE

Please submit your work electronically: **Include: course #, your last name, assignment title, and date on the subject line of the email AND as the name of your attachment.** For example: 590 Smith Counseling Plan June 2. Notice there are no dots or hyphens or slash marks or commas – just spaces. **Please send all work to professor at cuetzpalin@aol.com.** .

In all of your written work, please include *quotes* from the required reading as well as other sources. In order to receive credit, please use levels of learning 4, 5, and 6. Described in this syllabus.

Please turn in work on time to avoid an impact on your grade. Work will not be accepted after the last day of class. Work turned in on the last day of class will not receive any comments. If you would like comments on your work, submit it by **Session 12**.

REQUIREMENTS OF COURSE+100 POINTS TOTAL**1. Participation in outside learning activities: (10 points)**

Complete all assigned reading.

View films as listed on the syllabus and participate in class discussions and role plays. Apply your career theories to one character in the film, as if they were your client. Be very explicit and detailed. As always, make sure your all of your work is at levels of learning 4, 5, or 6.

Participate in weekly reading discussion dyads. Your reading dyad partner is also your case partner. For your dyad, schedule to meet once a week for one hour. You can meet in person, by phone, or via Skype. You will need to schedule this outside of class time. Be prepared to individually report on your learning by bringing selected quotes to share and comment on each week. At the end of the semester, you will write a paragraph evaluating your reading partner including attendance, participation, and level of learning with a suggested point-value. You can use dyad time in many ways, for example:

Discuss readings, share insights from your journal exercises, conduct “barn-raising” activities, work together to find a person you know for each profile in the Tieger book, do exercises from the texts, find quotes to share in class or to add to your quote outline, review, create, or discuss various activities in all of the texts.

2. Maintain a journal to include exercises. (10 points)

Please select exercises from the various texts required. Please try to do all the exercises in the Cameron text. Journals will be checked during the course of the semester. Please bring them with you to class and include your page count to date. They will be checked but not read by the instructor as they are meant to be private. Please use this assignment for introspection. You are encouraged to obtain a bound journal (rather than loose leaf) for this assignment. You are encouraged to record your dreams as well. Write a paragraph about what you learned from using the journal in your self-evaluation. Work to achieve at least 10 pages per week. Please include in your self-evaluation the number of pages you filled.

3. Class and Success Team Participation (Begin with Goal Session 3, and continue each week) (10 points)

Identify a “success team” goal by **Session 3** and participate in “success team” process in class. The goal should be measurable and realistically achievable in six weeks. Please complete a Success Team Process form with your group of 3 each week.

Attend class sessions. Attendance and being on time for class and after breaks are essential aspects of any graduate-level class. In fall and spring semesters, one missed class is equal to an entire week of class time. In the summer, it is equal to two. Absences caused by illness, family emergencies, and professional opportunities happen. Such absences, even for reasonable causes, always involve loss of

course content. Absences cannot be made up by extra papers or assignments. Attendance is mandatory at the first session, otherwise your attendance record could impact your grade significantly.

Class participation also involves adequate self-monitoring: if your tendency is to speak in class, make room for others' voices and vice-versa. Students will be evaluated on their verbal and non-verbal expressions of engagement.

4. Provide Career Counseling (10 points)

Conduct career counseling with a "client" for six sessions.

- **While being careful to protect client confidentiality**, write four Moodle posts into the appropriate forums. Follow these prompts:
 - Week one or two of February: As I begin doing career work with a client for six sessions, what is coming up for me is...
 - Week one or two of March: I have begun working with my client and one exercise I tried was... I learned...
 - Week one or two of April: A challenge I have encountered in my case work is...
 - Week 1 of May: As I move toward closure with my client I am thinking of...
- In your self-evaluation, when discussing this assignment, review these posts and find/write one essential statement for each of the four prompts, and one conclusion/insight statement.
- Be prepared to discuss your case in class **Session 15**.

5. Create and Post Career Theory Questions (and Answers) (10 points)

Focusing on the key concepts and distinctiveness of your career theories, create 3 test questions for each of your theories, with an answer key. Bring to your week of class.

Thoroughly research your career development theory. Prepare and bring to class) a theory summary, an outline of an intervention, and bibliographic information. (Please be aware that many of these theoretical frameworks have influenced and may overlap with one another). Please refer to 'your' theorist(s) in all class discussions.

1. Trait and Factor (Richard Bolles, Williamson, and Frank Parsons [1909]) **Session 5:**
2. Person Centered (Robert Nathan and Linda Hill) **Session 5:**
3. Cognitive Understanding (Elizabeth Yost & Anne Corbishley) **Session 5:**
4. Client Independence (Paul Salomone) **Session 7:**
5. Irrational Beliefs (Arnold Spokane) **Session 7:**
6. Cultural Identity (N.A. Fouad and R.P. Bingham) **Session 7:**
7. Narrative (Larry Cochran) **Session 8:**
8. Group (Mark Pope) **Session 8:**
9. Career Choice (Eli Ginzberg) **Session 8:**
10. Work Adjustment (Hershenson's, Rene Dawis and Lloyd Lofquist) **Session 10:**
11. Typology theory (John Holland). **Session 10:**
12. Psychodynamic Theory (Edward Bordin) **Session 10:**
13. Life-Span/Life-Space Theory [stages/tasks/theatres] (Donald Super) **Session 13:**
14. Sociopsychological Theory (Helen Astin). **Week 13:**
15. Life-Role Theory (Duane Brown) **Session 13:**
16. Social Learning Theory (Bandura, John Krumboltz). **Session 14:**
17. Person in Environment/Need theory (Anne Roe). **Session 14:**
18. Circumscription/compromise (Linda Gottfredson). **Session 14:**
19. Self-Efficacy Theory (Gail Hackett and Nancy Betz). **Session 15:**
20. Individualized Career Counseling Model (C.C. Healy) **Session 15:**
21. Life career Theory (Anna Miller-Tiedeman) **Session 16:**
22. Vocational (John Orr Crites) **Session 16:**
23. Culture Centered (Allen Ivey). **Session 16:**

6. Monologue (Email person week 2, dates will be assigned) (10 points)

Identify a well-known person who is an inspirational role model for you. Email the person you are doing your monologue on to professor by the **Session 2**. Research this person's biography and work. (Try to immerse yourself in this person's life and activities). Prepare a 5-minute timed spoken monologue presentation in the first person (without notes). You will become your role model and speak to the following: how I came to my life work, how I found my path, the story of my life's work. You can use costumes, and/or show examples of the person's work if relevant (for example, if using writing or music examples, do not take more than 2 minutes from your monologue). Prepare this ahead of time and give yourself a run-through so you can time the length of your monologue. Prearrange to have another class member to be your timekeeper. *Points may be taken off for going over time.* **See the syllabus to find out when your presentation is scheduled. If a date doesn't work for you, it is up to you to find a student to trade with.**

7. Notes on Reading (dates will be assigned) (10 points)

Prepare a one-page written report of required readings. This report should include a selection of quotes from the reading that you found particularly interesting, useful, and insightful. These will be used by reading dyads to guide discussions and may be used in class as well.

8. Complete an Achievement Autobiography. (Due week 13) (10 points)

There will be opportunities during class, as well as out of class, to write 10 life-achievements. In preparation please generate a list of achievements (anything you enjoyed doing and felt you did well). The most useful are ones you remember well and ones that are discreet in time. Complete write up; due **Session 13**.

9. Complete Evaluations. (Due week 16) (10 points)

- Use the provided format to complete a final, written evaluation of your learning and career development journey. Include a suggested grade and a rationale for it based on the syllabus and point system.
- In separate documents, please write a brief evaluation of your Reading Partner/Case Partner. Please give copies of those evaluations to them. **Due: Session 16.**
- Student's Professionalism: Please refer to the Student's Professionalism Evaluation form On Moodle.
- Please refer to the Person of the Counselor Evaluation form on Moodle. .

10. Student's Professionalism & Person of the Counselor (10 points)

Student's Professionalism: Please refer to the Student's Professionalism Evaluation form. Do a self-assessment at the start of class and another at the end. Choose two elements to write about in your self-evaluation.

Person of the Counselor: Please refer to the Person of the Counselor Evaluation form. Do a self-assessment at the start of class and another at the end. Choose two elements to write about in your self evaluation

Levels of Learning (please try to use levels 4, 5, and 6 as much as possible).

1. I did it (i.e. completed the assignment)/I didn't do it.
2. I liked it/I didn't like it. I can react with attraction or repulsion to the material but cannot substantiate my opinions.
3. I can personally relate to it by noticing what it reminds me of in my personal life or by noticing emotions that come up for me.

4. I can make a thoughtful statement about it. I can use critical thinking skills to engage meaningfully with the material. I can use a quotation from the text and use it to support or contrast with my argument. I can integrate feelings and opinions with observations about what is valuable in the material.
5. I can show comprehension of the material. In my own words, I can synthesize the main points or key ideas in the material. I can use examples, metaphors, and illustrations to effectively explain the content to someone else.
6. I can demonstrate mastery of the material. I am able to elicit the biases and theoretical principles in the material and apply them to other course content. For example, I can use one theory to analyze another theory.

Be aware that unethical, inappropriate, or other behavior unbecoming to the person of the counselor will also be considered in assessing the grade. Also, the following will have a definite and significant impact on final grades:

- Whether work is submitted in a timely manner – submitting work late (after due date).
- Failure to check SMU email (be aware that you can arrange for email to be forwarded)
- Degree of professionalism in demeanor and self-presentation
- Attendance at all class sessions - especially with non-excused absences
- Involvement in out-of-class events (such as dyad meetings, group participation, Moodle)
- Degree of promptness to class either at the beginning of class, coming back from breaks, etc.
- Extent of enthusiastic and positive exchange with fellow students and the teacher
- Ability to ask questions and offer comments that further class discussions
- Degree to which work is edited, proofread, free of style errors, and fully meets the standards of a graduate program.

SMU AND MAC POLICIES

GRADE REQUIREMENT

MAC students are expected to maintain a grade point average of 3.0 ("B") or better in their coursework and to receive a grade of at least a "C+" in any MAC course. Students whose cumulative grade point average falls below 3.0, or who receive a grade of "C" in any single class, will be placed on immediate academic probation and their candidacy reviewed by the core MAC faculty. A student who: 1) fails to return the grade point average to a 3.0 by the end of the next semester, or 2) receives two grades of "C," or 3) receives any grade lower than a "C" in any class may be withdrawn from the MAC Program and from Saint Martin's University.

CONFIDENTIALITY POLICY

Confidentiality is an essential principle in all MAC courses. Because at times we may discuss highly personal material and actual clients, we will hold to standards of strict confidentiality. This means that what is said in class must stay in class.

IN CASE OF EMERGENCY OR SCHOOL CLOSURE

In case of unexpected instructor absence, every attempt will be made to notify you via email or phone call prior to the class session. Please also check my website/Moodle. In case of inclement weather or school closure emergency – please review status on the university website.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to me. If you have already established accommodations with Disability Support Services for Students (DSS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DSS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DSS at 360-438-4580, dss.testing@stmartin.edu, or smu.dss@stmartin.edu. DSS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DSS. It is the policy and practice of the Saint Martin's University to create inclusive and accessible learning environments consistent with federal and state law.

ACADEMIC INTEGRITY POLICY

Saint Martin's University is a community of faculty, students and staff engaged in the exchange of ideas in the ongoing pursuit of academic excellence. Essential to our mission is a focused commitment to scholarly values, intellectual integrity and a respect for the ideas, beliefs and work of others. This commitment extends to all aspects of academic performance. All members are expected to abide by ethical standards both in their conduct and their exercise of responsibility to themselves and toward other members of the community. As an expression of our shared belief in the Benedictine tradition, we support the intellectual, social, emotional, physical and spiritual nurturing of students.

Acts of academic dishonesty, plagiarism and cheating are considered unethical actions and a violation of university's academic policy. Please make sure you are citing all sources and doing your work individually unless otherwise instructed. Students in the MAC Program are expected to hold the highest ethics which includes ethics in writing. Plagiarism, intentional or unintentional, will result in consequences. Copying another student's paper or helping another student write a paper are examples of academic dishonesty. Consequences will range from a 0 on the assignment to dismissal from the MAC Program.

ATTENDANCE POLICY

Attendance is an important aspect of overall professionalism. In fall and spring semesters, one missed class is equal to an entire week of an undergraduate class. In the summer it is equal to 2 weeks. Of course, illness, family emergencies, and professional opportunities happen. Such problems/opportunities always involve costs and academic grades may be part of that cost. It is unrealistic to hope that

absences, even “legitimate” ones will have no consequences since they represent lost classroom work, missed lectures and group/class process. Nor can absences be made up by extra papers or assignments which would not be fair to other students. We expect students to monitor their own attendance as part of overall professionalism. Please do not shift the burden to the faculty, putting them into the position of police or judges.

Please do not come to class ill, especially if you are contagious. You can arrange with a classmate to skype or facetime in. There may be times that format will have to be turned off.

POLICY ON BABIES IN CLASS

It is the policy of the MAC Program to not have babies or children in classes. We do, however, want to support parents of infants. If you have someone to be on campus with your baby, you can leave class to tend to the baby when needed.

SEXUAL MISCONDUCT/SEXUAL HARASSMENT REPORTING

Saint Martin’s University is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence. There are Title IX/sexual harassment posters around campus that include the contact information for confidential reporting and formal reporting. Confidential reporting is where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. Confidential Reporters at Saint Martin’s include – Dr. Emily Coyle, Assistant Professor of Psychology, Angela Carlin, Director of Campus Ministry, and Kelly Simmons, Director of the Counseling Center. This confidential resource can help you without having to report your situation formally unless you request that they make a report. The formal reporting process is through the following individuals: Dean of Students – Ms. Melanie Richardson, Associate VP of Human Resources – Ms. Cynthia Johnson, Director of Public Safety – Mr. Will Stakelin, or the Interim Provost |Vice President of Academic Affairs – Dr. Kate Boyle. Please be aware that in compliance with Title IX and under the Saint Martin’s University policies, all educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, on papers, or to me personally, I am required to report it.

CENTER FOR LEARNING, WRITING, & ADVISING

The Center for Student Learning, Writing and Advising offers free academic services for all Saint Martin’s students at all levels of achievement in pursuit of intellectual growth and academic excellence. The Learning Center is home to the STEM Study Center which provides subject area peer tutoring (science, technology, engineering, and math as well as business/ accounting/economics, and world languages). At the Writing Center, students meet with trained peer readers to discuss their academic, personal and professional writing. The Advising Center works with students with academic advising, connecting with campus support resources, transition and self-exploration guidance, personalized academic improvement plans, learning workshops, and support major change. The Advising Center staff also works closely with the University’s Early Alert Program — a referral system that supports student success. Saint Martin’s Disability Support Services is located in the Center for any student with a disability who is interested in using their accommodations. These students can connect with the Disability Support Services Coordinator who will evaluate the documentation, determine appropriate accommodations, and serve as a learning resource and advocate with assisting students in meeting their academic goals.

<https://www.stmartin.edu/academics/academic-resources/center-student-learning-writing-and-advising>

COUNSELING AND WELLNESS CENTER

The Counseling and Wellness Center (CWC) is committed to helping you meet the challenges of life you may experience during college. The CWC promotes and enhances the health and development of students through professional mental health services, education and training. Integrating faith, reason and service, we empower you to develop self-awareness, knowledge and skills, necessary to make healthy choices and build relationships in a multicultural world. Integrating faith, reason and service, the CWC empowers students to develop self-awareness, knowledge and the skills necessary to make healthy choices and build relationships in a multicultural world. <https://www.stmartin.edu/directory/counseling-and-wellness-center>.