EDCP 686: Didactic Practicum in Career Interventions
Spring, 2011 – 1/28/10 draft

Instructor: Robert W. Lent, Ph.D.
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Class Meetings: Wednesdays, 1:00 - 4:00 p.m., 3236 Benjamin

Office hours: Wednesdays, 4:30 - 6:30 p.m., or by appointment

Gysbers, Heppner, & Johnston (2009)

Individual supervision: By arrangement with individual supervisor

COURSE GOALS: This course provides doctoral-level coverage of career development and career interventions – areas that are central to the professional identity of counseling psychology. The specific objectives of the course are to:

1. Learn about and critically evaluate the major current theoretical approaches to career development and counseling
2. Develop an appreciation for the scientific underpinnings of career development and counseling
3. Demonstrate basic and effective career counseling skills, including the ability to integrate career and personal counseling
4. Understand major issues in career development and career counseling for diverse populations across the lifespan, especially in late adolescence and early adulthood
5. Gain familiarity with online occupational information and assessment systems
6. Articulate your own theoretical and clinical approach to career counseling based in theory, research, and practice

COURSE OVERVIEW: This practicum course will meet three hours per week. During the first half of most class meetings, we will explore central theoretical and empirical issues in career development and counseling. Case examples and experiential exercises will be used as a basis for thought, discussion, and application. The second half of most classes will involve case presentations and group supervision, where the focus will be on your work with your clients. Group supervision is intended to supplement the individual supervision you will receive and to provide a context for peer support, feedback, and learning by sharing our clinical ideas and perspectives with one another.

EXPECTATIONS AND RESPONSIBILITIES: Students are expected to attend and participate actively in all class sessions. In addition, your responsibilities include providing at least two direct service hours per week and attending one hour of face-to-face supervision per week (at a time and place to be determined by you and your
supervisor). Because of a history of drop-out and slow referrals in the career practicum, it is advisable for you to submit three client cards and, possibly, to carry three clients per week. By the end of the semester, you must total at least 20 client sessions. Please plan to administer career inventories to your clients, as appropriate.

**COURSE REQUIREMENTS AND EVALUATION:** The course will be graded pass-fail, based on completion of the following activities:

1. **Demonstrate basic competence at career counseling** (40%). This is reflected by your work with your clients, your completion of 20 or more client sessions, and your supervisors’ practicum evaluations (using the same form we use for all program practica). Clinical competence also includes maintenance of a professional stance toward clients, Counseling Center staff, your supervisors, and fellow students. Such a stance is evidenced, in part, by punctual attendance at client and supervision sessions, collegiality, safeguarding of client confidentiality, professional handling of clinical records, and active engagement in the supervisory process.

2. **Class participation** (20%). Please notify me in advance if you will be absent from a class. Class time will be devoted primarily to review/discussion of assigned readings and group supervision. Students are expected to attend all class meetings, complete all assigned readings, and participate actively in discussions.

   To help us to read actively, maximize our learning, and keep our discussions lively, I’d like for each of us to draft several questions and reactions in relation to each week’s readings. **To help prepare for our discussions, please email your questions and reactions to the designated discussion co-leader of the week – no later than noon on the Monday before each class meeting.** He or she will then organize them and use them to co-lead that day’s discussion with me.

3. **Informal case presentation** (10%). The informal case presentation includes a written report (distributed to the class by the Monday prior to the presentation), a brief verbal presentation of the report (5 minutes), an audio or videotape of a counseling session (5-10 minutes should be played for the class), and a discussion of the case (20-30 minutes). Total presentation time is roughly 30-45 minutes. The attached format for informal case presentations should be used (see p. 9). You may outline your responses in 2 (typewritten) pages or less. Case presentation reports may be emailed to class members as an encrypted, password-protected document, or a hard copy of the report may be placed in a sealed envelope marked "confidential" and distributed to our mailboxes.

4. **Formal case presentation** (10%). The formal case presentation includes a written report (distributed to the class by the Monday prior to the presentation). The written report (3 pages or less) should follow the attached format for a formal case presentation (see p. 10). The formal case presentation consists of a brief verbal presentation of the report (5 minutes), an audio or videotape portion of the
session (10 minutes), and a discussion of the case (30 minutes). Total presentation time is roughly 45 minutes. Distribution of the case presentation reports should follow the same procedures as for the informal case presentations.

5. **Topical presentation** (10%). Provide a 30-minute presentation (including Q&A time) on a career development *lifespan, diversity, or intervention topic* – one we have not covered much in class and that relates to your counseling experiences this semester or piques your research interest. Topics (see p. 7) include career issues in relation to race, gender, social class, and disability; and managing career transitions (e.g., layoffs), work-family balance, and later-life career issues (e.g., retirement planning). In your presentation, (a) summarize what research and theory tell us about your topic, (b) highlight what we don’t know and what new inquiry is needed to address our gaps in knowledge, and (c) if possible, relate this literature to your work with one or more of your clients. Your presentation will be scheduled for 3/16, 3/30, or 4/6. Everyone is expected to do the assigned readings for those class dates, and the presenters are expected to draw on additional readings in preparation for their topics.

6. **Theory-into-practice paper** (10%). There are four parts to this assignment. Pick one of the clients you have presented in class this semester and discuss: (a) ways in which an existing career theory (or two) can be used to conceptualize this client. (For instance, how can a particular theory help to account for the issues that he/she has brought to counseling or that are impeding his/her career development?); (b) ways in which this theory may be limited and how it might be supplemented by other theories, either from the career or personal counseling literatures; and (c) how you would assess your success with this client from the perspective of your primary theory. Finally, (d) provide a one-page analysis of your strengths and growing edges as a career counselor to this point. Papers should be 8-10 pages, double spaced, and in APA style (with references). In addition to handing the paper in by Monday, 5/11, prepare to summarize your theory application in a 20-minute presentation at one of our two final classes.

**STRUCTURE OF CLASS MEETINGS:** Most class meetings will include a mixture of brief lecture, discussion, and group supervision. Once we begin group supervision, the class structure will be as follows (times are approximate):

- **1:00 – 1:15:** Check in, discuss logistical issues and any pressing clinical issues re your clients (this will give us a heads-up re how to organize our group supervision time)
- **1:15 – 1:45:** Brief lecture, summary of readings
- **1:45 – 2:15:** Discussion and/or experiential activities
- **2:15 – 2:30:** Break
- **2:30 – 4:00:** Case presentation(s), deal with any outstanding clinical issues, informal case discussions
STATEMENT ON DISABILITIES: If you have a documented disability and wish to discuss academic accommodations, please contact the instructor as soon as possible and before the third week of the semester.

STATEMENT ON RELIGIOUS OBSERVANCES: Students will not be penalized because of observances of religious beliefs. It is the students’ responsibility to notify the instructor in writing regarding any missed absences for religious observances within the first three weeks of class.

MULTICULTURAL STATEMENT: The University of Maryland Counseling Psychology Program is committed to creating a multicultural training environment, which is broadly defined as a place where diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others’ worldviews throughout this course.

ACADEMIC INTEGRITY: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit http://www.shc.umd.edu.

SPRING 2010 COURSE EVALUATIONS: Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for spring semester courses between Tuesday, April 27th and Wednesday, May 12th. You can go directly to the website (www.couurseevalum.umd.edu) to complete your evaluations starting April 27th.

REQUIRED TEXTS


SCHEDULE: Dates, Topics, Readings, and Assignments (G = Gysbers et al; BL = Brown & Lent)

1/26  
Course Introduction; Career Development as Life Development
✓ Go over gameplan for course; syllabus and expectations
✓ Career development: A personal view; basic concepts; myths and realities
✓ Foci of career counseling in late adolescence and early adulthood; general structure of career counseling
✓ Activity: Discuss your own career development

READINGS: Skim G: 1; Brown & Ryan Krane (2000)

2/2  
A Brief History of Vocational Psychology and Career Theories
The Process of Career Counseling: Intake Session
✓ Counseling Center orientation: Margie Gibbs & Yvonne Oslin (1:00-1:30, 2124 Shoemaker)
✓ Testing Office orientation: Alice Mitchell (3:30-4:00)
✓ Career theories and counseling: A brief history
✓ An interview framework for major/career choice counseling
✓ Activity: Practice career intake session
✓ Receive supervisor assignments
✓ To do: Schedule weekly meeting with supervisor, prior to 2/9 class

READINGS: G: 8-10

2/9  
Trait-Factor Theories: Holland
Assessment of Interests: Formal and informal approaches
Discussion co-leader: #1 – Andres
✓ To do: Take Interest Profiler on the O*NET: http://www.onetcenter.org
✓ Review your own SII profile and bring to class
✓ Activities: Interpreting the SII, using card sorts; more practice of career intake session
✓ Begin seeing clients after today’s class

READINGS: G: 12-13; BL: 2, 12

2/16  
Trait-Factor Theories: Theory of Work Adjustment
Assessment of Values and Abilities
Discussion co-leader: #2 – Min Ji
✓ To do: Take Work Importance Profiler on the O*NET: http://www.onetcenter.org; take CareerOneStop’s Skills Profiler, accessible via the VCC website: http://vcc.asu.edu
✓ Activities: Career Fantasy

READINGS: BL: 1, 13-14

2/23

Occupational Classification and Information
Computerized and Web-based Resources
Discussion co-leader: #3 – Teresa

READINGS: BL: 16

✓ Homework: Use the O*NET and OOH (http://www.bls.gov/oco/) websites to research one occupational option (other than psychologist) that is consistent with your interests, values, and/or skills; provide “client’s eye” view of this process – what new did you learn about yourself and your occupational option? How helpful or unhelpful was the process? What could have made it more helpful?
✓ To do: Complete SIGI3 exercise online, using instructions provided

Informal Case Presentation 1: Andres

3/2

Developmental and Constructivist Theories: Gottfredson, Savickas
Gathering Career Information, Setting Goals, Reaching Closure
Discussion co-leader: #4 – Na-Yeun

READINGS: G: 16-17; BL: 3-4

Informal Case Presentation 2: Min Ji

3/9

Social Cognitive Career Theory
Discussion co-leader: #5 – Ana

✓ Activity: Modified card Sort

READINGS: BL: 5, 15; Lent & Fouad (2011)

Informal Case Presentation 3: Teresa
3/16  **Context and Diversity: Race and Gender**  
**Student Presenters:** Race: _______, Gender: ________

**READINGS:** G: 3-4; BL: 10-11

Informal Case Presentation 4: Na-Yeun  
Informal Case Presentation 5: Ana

3/23  **Spring Break – No Class**

3/30  **Context and Diversity: Social Class and Disability**  
**Student Presenters:** Social class: ________, Disability: ________

**READINGS:** BL: 23-24

Formal Case Presentation 1: Andres

4/6  **Context and Diversity: Challenges of Adult Career Development:**  
**Managing Change and Transition, Work-Life Conflict**  
**Student Presenter:** Adult career development: ________

**READINGS:** BL: 26; Gilbert & Rader (2008)

Formal Case Presentation 2: Min Ji

4/13  **Research on Interventions for Career Choice and Occupational Entry**  
**READINGS:** BL: 18-19

Formal Case Presentation 3: Teresa

4/20  **Research on Interventions for Work Adjustment:**  
**Satisfaction and Performance**

**READINGS:** BL: 8, 9 (skim), 20, Lent (2008)

Formal Case Presentation 4: Na-Yeun  
Formal Case Presentation 5: Ana
4/27  Student Presentations: Theory Application: Andres, Min Ji, Teresa

✓ To do: Hold termination sessions with your clients, if possible

5/4  Student Presentations: Theory Application: Na-Yeun, Ana

Wrap-up and Course Evaluation

✓ Complete termination summaries
✓ Hold termination session with your supervisor, if possible
✓ Hand in final paper, including self-assessment, by 5/11
FORMAT FOR INFORMAL CASE PRESENTATION REPORTS

****CONFIDENTIAL****

Presenter: Date of conference:

Identifying data: Include the first name or initial of the client, as well as gender, race, age, experience, and number of counseling sessions to date.

Client presenting issue(s) and goals for career counseling:

Brief description/analysis of assessment data:

Description of process of counseling, including therapeutic relationship dynamics:

Counseling plan:

Relevant client dynamics:

Relevant therapist dynamics (e.g., counter-transferential reactions):

Additional issues or concerns, if any:

Questions you have for the supervision group; issues you’d like help with:

Additional Requirements: The case presentation report should be typed and no longer than two pages. Provide one copy for the professor and each class member in class on the Monday prior to the presentation. Case presentation reports should be placed in a sealed envelope marked "confidential" prior to distribution. Collect (and destroy) the summaries at the end of the discussion. In addition to the written summary, the student should play a portion of an audio or videotape during the case presentation. Indicate why you selected this particular tape segment (e.g., does it illustrate a concern about relationship dynamics? An issue about which you or the client are feeling stuck? A context for the questions you would like the group to address?)
FORMAT FOR FORMAL CASE PRESENTATION REPORTS

****CONFIDENTIAL****

PRESENTER:

DATE OF CONFERENCE:

IDENTIFYING DATA: Include the first name or initial of the client, as well as gender, race, age, experience, and number of counseling sessions to date.

GOALS FOR CAREER COUNSELING: Describe the mutually agreed upon goals for career counseling.

DESCRIPTION OF THE THERAPEUTIC RELATIONSHIP: Summarize the status of the therapeutic relationship. Describe issues related to race, gender, sexual orientation, experience level, age, etc. Identify potential concerns related to the therapeutic relationship.

ANALYSIS OF ASSESSMENT DATA: Include a description of any assessments that were administered to the client. Briefly describe the findings.

THERAPIST IMPRESSIONS OF CLIENT: Describe the presenting problem and the concerns facing the client. Identify the strengths and weaknesses of the client. Provide an overview of assessment data (if applicable). Describe the client's progress to date. Include a summary of salient counseling events and describe specific interventions that were effective and ineffective.

THERAPIST IMPRESSIONS OF SELF: Describe your strengths and weaknesses related to this case. Comment on counter-transference issues.

COUNSELING PLAN: Articulate a plan for future career counseling sessions.

THERAPIST QUESTIONS: Provide questions that you would like to discuss about the client, the therapeutic relationship, and your role as a therapist.

ADDITIONAL REQUIREMENTS: The case presentation report should be typed and no longer than three pages. Provide one copy for the professor and each class member in class on the Monday prior to the presentation. Case presentation reports should be placed in a sealed envelope marked "confidential" prior to distribution. Collect (and destroy) the summaries at the end of the discussion. In addition to the written summary, the student should play a portion of an audio or videotape during the case presentation. Indicate why you selected this particular tape segment (e.g., does it illustrate a concern about relationship dynamics? An issue about which you or the client are feeling stuck? A context for the questions you would like the group to address?)