EDCP 686: Didactic Practicum in Career Interventions  
Spring, 2014

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Class Meetings: Mondays: 9:00 - 11:50 a.m., 0206 Benjamin (EDU) and  
Office hours: By appointment – Please contact me and we can arrange to  
meet prior to class at 8AM on Monday or by phone


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 major current theoretical approaches to career development and counseling  
2. Develop an appreciation for the scientific underpinnings of career development and counseling  
3. Demonstrate effective basic-level 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 seeing at least two clients 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 mid-semester. You should accrue a total of at least 20 client sessions by the last class. Also, 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’ evaluation (using the program’s standard practicum form). 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 you 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 12PM on the Sunday before each class meeting.** He or she will then organize them and use them to co-lead that day’s discussion with me.

3. **Case presentations** (20%). Each of you will do two case presentations. These will include 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), for a total presentation time of 45 minutes or more. The attached format for case presentations should be used (see...
You may outline your responses in no more than 2-3 (typed) pages. Case presentation reports should be made available to class members as an encrypted, password-protected document on our Blackboard space. Alternatively, a hard copy of the report may be placed in a sealed envelope, labeled as "confidential," and distributed to our mailboxes.

4. **Topical presentation** (10%). Provide a presentation on a career development diversity or intervention topic (see pp. 7-8). Each presentation should be about 30-minutes in length, plus ample time for Q&A. Be sure to (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. All student presentations are scheduled after Spring break. 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.

5. **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 brief 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 by 9AM on Monday, 5/19, 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):

- **9:00 – 9:15:** 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)
- **9:15 – 9:45:** Brief lecture, summary of readings
- **9:45 – 10:15:** Discussion and/or experiential activities
- **10:15 – 10:30:** Break
- **10:30 – 11:50:** Case presentation(s), deal with any outstanding clinical issues, impromptu 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.

COURSE EVALUATION: 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 online evaluation around the first week of May: www.courseevalum.umd.edu

REQUIRED TEXTS


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

1/27  
**Course Introduction; Career Development as Life Development**

- Counseling Center orientation: Margie Gibbs (9:30-10:00AM) & Yvonne Oslin (9:00-10:30), 1111C Shoemaker
- Testing Office orientation: Alice Mitchell (10:30-11:00AM), 2112 Shoemaker
- Go over game plan 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 (2):** Skim G: 1; Brown & Ryan Krane (2000) from Handbook of Counseling Psychology

2/3  
**A Brief History of Vocational Psychology and Career Theories**

**The Process of Career Counseling: Intake Session**

Discussion co-leader: #1 – Kristen

- Career theories and counseling: A brief history
- An interview framework for major/career choice counseling
- Activity: Practice career intake session (2119, 2120 Shoemaker)
- Receive supervisor assignments
- To do: Schedule weekly meeting with supervisor, prior to 2/10 class

**READINGS (4):** G: 8-10; BL: Chapter 1

2/10  
**Trait-Factor Theories: Holland**

**Assessment of Interests: Formal and informal approaches**

Discussion co-leader: #2 – Amy

- To do: Take Interest Profiler on the O*NET: [http://www.mynextmove.org/](http://www.mynextmove.org/)
- Review your own SII profile and bring to class
- Activities: Introduction to the SII, using card sorts; more practice of career intake session (2121, 2124)
- Begin seeing clients after today’s class

**READINGS (4):** G: 12-13; BL: Nauta (chapter 3), Handsen (chapter 14).
2/17  **Trait-Factor Theories: Theory of Work Adjustment**  
**Assessment of Values and Abilities**

Discussion co-leader: #3 – Ayelet

- To do: Take Work Importance Profiler on the O*NET:  
  http://dol.nebraska.gov/workers/Assessments/WIP/WIP_Start.cfm
- Take CareerOneStop’s Skills Profiler:  
  http://www.careerinfonet.org/skills/default.aspx
- Activities: Interpreting the SII, provide all handouts to facilitate process (including interpretive guidelines)

READINGS (3): BL: Swanson & Schneider (chapter 2), Rounds & Jin (chapter 15), Metz & Jones (chapter 16)

Case Presentation 1: Kristen

2/24  **Occupational Classification and Information**  
**Computerized and Web-based Resources**  
**Setting Goals and Reaching Closure in Career Counseling**

READINGS (3): G: 16-17; BL: Gore et al. (chapter 18)

- Homework: Use the O*NET http://www.onetonline.org/ 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
- Activities: Interpreting the MBTI, provide all handouts to facilitate process (including interpretive guidelines)

Case Presentation 2: Younghwa

3/3  **Developmental and Constructivist Theories: Super, Savickas**

SNOW DAY – Class Cancelled

Discussion co-leader: #4 – N/A

READINGS (2): BL: Hartung (chapter 4), Savickas (chapter 6)
Case Presentation 3: N/A

3/10

Social Cognitive Career Theory

Discussion co-leader: #5 – Younghwa and Elissa

✔ Activity: Collective process of identifying pros/cons to each computerized assessment (e.g., SIGI, O*Net, Skills Profiler, etc.), ideas about which assessments might work best with which “type” of client


Case Presentation 3: Ayelet

3/17

SPRING BREAK – No Class

3/24

Context and Diversity: Race/ethnicity and Gender

Student Presenter 1: Kristen

✔ Activity: Career Fantasy and Sentence Completion Assessment

READINGS (2): BL: Heppner (chapter 7), Fouad & Kantamneni (chapter 8)

Case Presentation 4: Amy

3/31

Context and Diversity: Social Class, Sexual Orientation, and Disability

Student Presenter 2: Ayelet

Activity: Collective process of identifying pros/cons of theories, ideas about which theories might best match which “type” of clients

READINGS (3): BL: Juntunen et al. (chapter 9), Prince (chapter 10), Fabian & Pebdani (chapter 13)
Case Presentation 5: Elissa

4/7  
**Relationship and Personality Influences on Career Development**

Student Presenter 3: Elissa

READINGS (2): BL: Kenny & Medvide (chapter 12), Brown & Hirshi (chapter 11)

Case Presentation 6: Kristen

4/14  
**Interventions for Career Choice and Occupational Entry**

Student Presenter 4: Amy

READINGS (2): BL: Whiston & James (chapter 20), Jome & Phillips (chapter 21)

Case Presentation 7: Younghwa

4/21  
**Interventions for Work Adjustment: Satisfaction and Performance**

Student Presenter 5: Younghwa

READINGS (1): BL: Lent & Brown (chapter 22)

Case Presentation 8: Ayelet

4/28  
**Interventions for Career Transitions and Work-Family Conflict**


Open Supervision

Case Presentation 9: Amy

5/5  
**Student Presentations: Theory Application:** Amy, Kristen, Elissa

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

Open Supervision
Case Presentation 10: Elissa

5/12

Student Presentations: Theory Application: Ayelet, Younghwa

Wrap-up and Course Evaluation

✓ Complete termination summaries
✓ Hold termination session with your supervisor, if possible

5/19

Hand in final paper, including self-assessment

✓ By no later than 9AM on 5-19-2014
FORMAT FOR 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, other aspects of diversity, relevant background experience, and number of counseling sessions to date.

PRESENTING PROBLEMS AND GOALS FOR CAREER COUNSELING:
Describe the presenting problem and the concerns facing the client. Describe the mutually agreed upon goals for career counseling.

THERAPIST IMPRESSIONS OF CLIENT AND COUNSELING:
Identify the strengths and weaknesses of the client. Describe the client's progress to date. Include a summary of salient counseling events and describe specific interventions that were effective and ineffective.

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

DESCRIPTION OF THE THERAPEUTIC RELATIONSHIP:
Summarize the status of the therapeutic relationship. Describe issues related to diversity or culture. Identify potential concerns related to the therapeutic relationship.

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

COUNSELING PLAN:
Articulate a plan for future career counseling sessions. Describe the role of theory in your career counseling approach with this client.

THERAPIST QUESTIONS: Provide questions you have for the supervision group and issues you’d like help with. This could include, for example, aspects of the client, the therapeutic relationship, assessment or intervention ideas, or your role as a therapist.

ADDITIONAL REQUIREMENTS: The case presentation report should be typed and no longer than 2-3 pages. All things being equal, the second report should be a bit more detailed than the first, particularly in your reliance upon theory. 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. For example, does it illustrate a concern about relationship dynamics? An issue about which you or the client are feeling stuck? A context for the questions/issues you would like the group to address?
Sigi 3: Introduction and Instructions

There is no single "right way" to use SIGI. It will not lead you through a series of screens that magically ends with the best possible plan for your life. Think of SIGI as a collection of tools - assessments, databases, and Internet links - that you can use to answer your questions about majors, occupations, and careers.

The best way to go through SIGI is to have a goal, such as selecting a major or learning about occupations that interest you. Then, use SIGI's tools to find answers.

The center part of the main screen has links for the most common goals. Each will suggest the appropriate SIGI tools to use to find the answers you seek. The right hand side of the main screen is SIGI's toolbox. Use these tools to chart your own path through SIGI or to simply browse and discover.

SIGI is only as good as the effort you put into it. If you put in some time, think about the assessment results, and examine your inner self, SIGI can do a lot for you. If you are waiting for SIGI to tell you what to do with your life, you'll be disappointed. Carpe diem!

For more information, check out the User Guide online

To access SIGI, do not go to the SIGI web site unless you want to pay to use SIGI. Instead follow these instructions for free use:

1. Go to the Counseling Center web site: http://www.counseling.umd.edu
2. Click on Students in the overhead/horizontal toolbar.
3. Choose Career/Majors Services from the drop-down menu.
4. Find the SIGI logo at the bottom of the page and read the instructions.
5. Click on Already Registered. (If you are not registered with SIGI, please read the instructions for how to register.)
6. Enter your University of Maryland Directory ID and password (not your Student ID number, but that portion of your email address before “@umd.edu” For example, Jane Doe’s email is jdoe12@umd.edu and her UMDirectory ID is “jdoe12.”)
7. Read the instructions and then click on Access the SIGI 3 website. This login is to verify your status as a current UMCP student (or other authorized user of SIGI).
8. Enter your SIGI User ID which is usually your UM Directory ID (again) and the SIGI password you have selected (which may or may not be the same as your UM password.)
9. Congratulations you are now in SIGI!