EDCP 686: Didactic Practicum in Career Interventions  
Spring 2018

Instructor: Kelly M. Lee, Ph.D.  
Clinical Assistant Professor, Department of Counseling, Higher Education, and Special Education  
1102F Seneca; 3214G Benjamin; 301-405-9931; kellylee@umd.edu

Class Meetings: Wednesdays, 1:00 - 4:00 p.m., 1106a Shoemaker

Office hours: By appointment


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 and social justice goals of counseling psychology. The specific objectives of the course are to:

1. Promote an in-depth consideration of several dominant theories of career decision-making and development.
2. Develop an appreciation for the scientific underpinnings of career development and counseling.
3. Demonstrate effective basic career counseling and assessment 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.
5. Gain familiarity with occupational information and assessment systems.
6. Articulate your own clinical approach to career counseling based on theory and research.

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 clinical work with 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 clinical ideas and perspectives with one another.
EXPECTATIONS AND RESPONSIBILITIES: Students are expected to attend and participate actively in all class sessions. In addition, clinical 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 student and supervisor). Due to the fact that dropouts and slow referrals are fairly common, it is advisable to submit three client cards and, possibly, to carry three clients per week by mid-semester. Students should accrue a total of at least 20 client sessions by the last class.

For each career client, it is expected for you to administer, score, and go over the Strong Interest Inventory, unless you can provide justification to your supervisor as to why this is not therapeutically appropriate. Additionally, you will administer and go over the StrengthsFinder test with one of your clients. You may also use other career related assessments and interventions as needed.

If there is an issue with client load, client referrals may be augmented by assessment interpretations with EDCP 108 students. Up to eight of the 20 clinical hours may be earned by seeing 108 students. Issues with client load should be discussed with individual supervisors and the instructor of this class as soon as possible.

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

1. **Demonstration of basic competence at career counseling and assessment (30%)**
   This is reflected by work with clients, completion of 20 or more client sessions, and supervisors’ evaluation (using the program’s standard practicum form). Additionally, clinical competence includes display of a professional stance toward clients, Counseling Center staff, supervisors, and fellow students. Such a stance is evidenced, in part, by collegiality, punctual attendance at client and supervision sessions, safeguarding of client confidentiality, prompt completion of case notes, professional handling of clinical records, and active engagement in the supervisory process.

2. **Class participation (20%)**
   Please notify the instructor 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.

3. **Case presentations (20%)**
   Each student will complete two case presentations. These will include a written report, 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 approximately 45-minutes. Try to keep your report to about 2 typed pages. See the end of the syllabus for the case presentation report template.

   Provide one hard copy for the professor and each class member by noon on the day prior to your presentation. Case reports should be distributed via our practicum file drawer in
Shoemaker. We will collect and shred the copies at the end of the discussion. In addition to the written summary, please 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, or a context for the questions/issues you would like the group to address?

4. **Multicultural Career Presentation (20%)**
Each student will select two identity variables and create a presentation on how these identities can influence work in career counseling, both independently and intersectionally. You must provide two articles or citations (APA format) for the class to read on your selected identity variables by March 28th. By the date of your presentation, everyone is expected to complete the assigned readings for those class dates. Presenters are expected to draw on additional readings as background for their presentation. A detailed description of what is expected of the presentation can be found at the end of the syllabus.

5. **Final Reflection Paper (10%)**
At the end of the semester, students will provide a 2-page written self-assessment of your strengths and growth areas as a career counselor, including working with diverse populations. Information for this reflection paper can draw from your career work with clients, individual supervision, class group supervision, or the multicultural career presentations.

**STRUCTURE OF CLASS MEETINGS:** Most class meetings will include a mixture of didactic and experiential activities. 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 regarding your clients (this will help to organize our later group supervision time)
- **1:15 – 2:15:** Brief lecture/summary of readings, discussion, experiential activities
- **2:15 – 2:30:** Break
- **2:30 – 4:00:** Group supervision: Case presentation(s), other pressing clinical issues

**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 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.
UNIVERSITY POLICIES AND RESOURCES: As a student, you have the responsibility to be familiar with and uphold the Code of Academic Integrity and the Code of Conduct, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below.

You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at this link are particularly relevant to your experience in academic courses: [http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record](http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record). Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

COURSE EVALUATION: 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](http://www.courseevalum.umd.edu)

CITATIONS FOR READINGS:
All required readings beyond the textbook can be found on the ELMS website.


Grant, A. (2013, September 18). Goodbye to MBTI, the fad that won’t die. Retrieved from


### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class Number and Date</th>
<th>Topics and Activities</th>
<th>Readings and Assignments (To be completed before class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- January 24</td>
<td>Course Introductions; CAMS Training</td>
<td>BL1; Brown et al. (2003)</td>
</tr>
<tr>
<td>2- January 31</td>
<td>Visit Career Center; History of Career Counseling; Intake Session</td>
<td>Gysbers et al. (2014): Ch. 10; APA Professional Practice Guidelines for Integrating the Role of Work and Career Into Psychological Practice</td>
</tr>
<tr>
<td>3- February 7</td>
<td>Holland’s Personality Theory; Intake Session Practice Continued</td>
<td>BL3; BL14; Arnold (2004)</td>
</tr>
<tr>
<td>4- February 14</td>
<td>Career Assessments I (Strong Interest Inventory; StrengthsFinder)</td>
<td>Gysbers et al. (2014): Ch. 14 (only CSF section); Prince &amp; Heiser (2000): Ch. 2</td>
</tr>
<tr>
<td>5- February 21</td>
<td>Theory of Work Adjustment Case Presentation 1- Student A</td>
<td>BL2; BL15; Watch “The Devil Wears Prada”</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment/Notes</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>6- February 28</td>
<td>Developmental Theories</td>
<td><strong>Case Presentation 1- Student B</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>BL4; BL6; Swanson &amp; Fouad (2015): Ch. 9</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Email Dr. Lee identity variables for MC presentation</strong></td>
</tr>
<tr>
<td>7- March 7</td>
<td>Social-Cognitive Career Theory</td>
<td><strong>Case Presentation 1- Student C</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>BL5; BL17; Lent &amp; Brown (2013)</strong></td>
</tr>
<tr>
<td>8- March 14</td>
<td>Multicultural Perspectives</td>
<td><strong>Case Presentation 1- Student D</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Swanson &amp; Fouad (2015): Ch. 2 &amp; 5; Flores &amp; Heppner (2002)</strong></td>
</tr>
<tr>
<td>9- March 21</td>
<td>No Class, Spring Break</td>
<td>--</td>
</tr>
<tr>
<td>10- March 28</td>
<td>Relational Influences</td>
<td><strong>Multicultural presentation consultation if needed</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bring articles/citations for your MC presentation</strong></td>
</tr>
<tr>
<td>11- April 4</td>
<td>Career Assessments II</td>
<td><strong>Complete O*NET Interest Profiler and Work Importance Locator; Grant (2013); Gysbers (2006)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bring MBTI, O<em>NET IP, and O</em>NET WIL results to class</strong></td>
</tr>
<tr>
<td>12- April 11</td>
<td>Multicultural Presentation- Student C</td>
<td><strong>TBA</strong></td>
</tr>
<tr>
<td></td>
<td>Case Presentation 2- Student A</td>
<td></td>
</tr>
<tr>
<td>13- April 18</td>
<td>Multicultural Presentation- Student D</td>
<td><strong>TBA</strong></td>
</tr>
<tr>
<td></td>
<td>Case Presentation 2- Student B</td>
<td></td>
</tr>
<tr>
<td>14- April 25</td>
<td>Multicultural Presentation- Student A</td>
<td><strong>TBA</strong></td>
</tr>
<tr>
<td></td>
<td>Case Presentation 2- Student C</td>
<td></td>
</tr>
<tr>
<td>15- May 2</td>
<td>Multicultural Presentation- Student B</td>
<td><strong>TBA</strong></td>
</tr>
<tr>
<td></td>
<td>Case Presentation 2- Student D</td>
<td></td>
</tr>
<tr>
<td>16- May 9</td>
<td>Reflection and Wrap up of Course</td>
<td><strong>To do:</strong></td>
</tr>
<tr>
<td></td>
<td>Final Reflection Paper Due</td>
<td><strong>Complete termination summaries</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Hold termination session with supervisor</strong></td>
</tr>
</tbody>
</table>
FORMAT FOR CASE PRESENTATION REPORTS

****CONFIDENTIAL****

PRESENTER: DATE OF CASE PRESENTATION:

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. In your second case presentation, link your conceptualization of your client to one or more of the major theories.

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. Especially in your second case presentation, 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.
MULTICULTURAL CAREER PRESENTATION INFORMATION SHEET

Each student will create a multicultural career presentation based on two specific identity characteristics (including but not limited to race, gender, sexual orientation, socio-economic status, etc.; e.g., Black woman, transgender veteran; see http://booksite.elsevier.com/9780123745170/Chapter%202/Chapter_2_Worksheet_2.7.pdf for an example of identities) and present on how these identity characteristics may emerge in career counseling. Emphasis on current events/current sociopolitical climate (e.g., racial profiling, transgender military ban, gender pay equality) is highly encouraged. The identities selected should be considered independently, as well as intersectionally.

Students must choose at least two articles on these identity characteristics as assigned reading for their classmates and instructor (Chapters 7-13 in the BL textbook are good starting points). Article citations (in APA format) or copies should be provided to the class on March 28th. All students should read these articles before the presentation. Presenters should draw on additional readings as background for their presentation.

The format for the presentation should include approximately:
- 10-15 minutes for PowerPoint presentation. Content should include, but is not limited to,
  - Counseling or general life issues of the identities separately AND intersectionally
  - Career theory integration
  - Career counseling implications (e.g., barriers, obstacles, challenges)
  - Current event/current climate implications
- 25 minutes of discussion based on a generated, fictional case scenario brought to class the day of the presentation (no longer than 1 paragraph). Please put thought into this scenario and write it with enough information to create an engaging dialogue based on the information you presented in the presentation. This is an opportunity for you to be creative in career concerns and situational circumstances. The case scenario should include the following information:
  - Demographic variables
  - Reason for career counseling
  - Issue involving at least one of the identity characteristics

Example case scenario (identity characteristics selected: Asian, single mother):
Shirley, a 30-year-old Chinese woman, is a single mother of two children. She worked at a bank for five years, but found traditional jobs are not ideal for her, as she needs to pick up her children from school or take them to doctor’s appointments during regular business hours. She is seeking a career change and has decided to go back to school to earn a bachelor’s degree. She wants to pursue a career in advertising, but her family insists she obtain a business degree. Shirley appears pessimistic in career counseling, stating she wants to discover what flexible opportunities there are for her in business.

NOTE: Multicultural dialogues may be difficult, as political, moral, and/or personal views are often intertwined. These presentations are meant to demonstrate knowledge from empirically-based research and are not meant to generalize groups of individuals. Lively discussion or debate is encouraged, but it is required for students to be respectful to their colleagues and the identities they choose to present for this activity.