Course Number and Section:
- PSYS 632; Section A

Department/Degree Program:
- MA Somatic Counseling Psychology Program

Course Title and Credit Hours:
- Lifestyles and Career Development I: Identity, Transitions, and Career Selection
- 2.0 Credit Hours / 2.0 Contact Hours per week / 30.0 Total Contact Hours

Term and Year:
- Spring Semester 2013

Instructor Contact Information and Office Hours:

<table>
<thead>
<tr>
<th>Instructor Info:</th>
<th>Co-Instructor Info:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryan Kennedy, MA, LPC, LMFT, RN, CACII, BC-DMT, CLMA</td>
<td>Himmat Victoria, MA, R-DMT</td>
</tr>
<tr>
<td>303-245-4759 • Phone</td>
<td>303-245-4753 • Phone</td>
</tr>
<tr>
<td>303-245-4879 • Fax</td>
<td>303-245-4879 • Fax</td>
</tr>
<tr>
<td><a href="mailto:rkennedy@naropa.edu">rkennedy@naropa.edu</a> • Email</td>
<td><a href="mailto:hvictoria@naropa.edu">hvictoria@naropa.edu</a></td>
</tr>
<tr>
<td>Office Hours by Appointment</td>
<td>Office Hours by Appointment</td>
</tr>
</tbody>
</table>

Time/Location of Class:
Classes are held on Mondays from 1:30 pm to 3:20 pm beginning January 14, 2013 and ending May 6, 2013 (unless Make-Up days are needed). All classes are held at Naropa University Paramita Campus in Virya Classroom. Classes begin and end on time and students are expected to be punctual unless prior arrangements have been made.

Additional Time/Expenses Required:
- No additional time is required for this course.
- No additional fees are required for this course.
Methods of Instruction:
• 35% – Lecture / Guest Presentations
• 30% – Classroom Discussion
• 20% – Experiential Exercises
• 15% – Creative Projects and Practical Application

Course Description:
One of two Lifestyles and Career Development courses, this course provides an exploration of
the life transitions and their implications for professional psychotherapists and counselors.
Topics include lifestyle issues, career selections and counseling process, career transitions,
leisure, retirement, and right livelihood. This course provides students with an understanding of
career development and related life factors including the interactions between self, work, family,
and the roles of gender and diversity in career development. Students address life transitions that
apply to the career development and counseling process, as they explore and cultivate their own
motivations, capacities, and interests in relationship to being of service to others through a
community-based learning practicum. Somatic Counseling Psychology students only.

Supplemental Course Description:
The first of two Lifestyles and Career Development courses, this course provides an exploration
of career development theory and decision-making models as they related to life transitions and
their implications for professional psychotherapists and counselors. Topics include lifestyle
issues, career selections and counseling process, career transitions, leisure, retirement, and right
livelihood. This course provides students with an understanding of career development and
related life factors including the interactions between self, work, family, and the important role
of diversity and inclusivity in career development. Students address life transitions that apply to
the career development and counseling process, as they explore and cultivate their own
motivations, capacities, and interests in relationship to being of service to others through a
community-based learning practicum. Students also identify and develop their own personal and
professional interests in terms of their own career development.

Course Pre-Requisites and/or Co-Requisites:
• Pre-Requisite(s):
  o Somatic Counseling Psychology students only (Body Psychotherapy,
    Dance/Movement Therapy, and Dual Concentration only) or instructor's approval
• Co-Requisite(s):
  o None

Graduate School of Psychology Licensure Statement:
Please note that the licensure requirements of state boards and licensing agencies vary from state
to state and change over time. Consequently, successful completion of degree requirements does
not guarantee that a state board or licensing agency will accept a graduate’s application for
licensure. It is important that learners are aware of their responsibilities regarding licensure and
certification; advisors are available to discuss professional and career matters with learners and graduates.

**Course Goals and Objectives:**

1. **Program Goal #1 – Theoretical Knowledge:** Graduates will understand and articulate theories central to psychotherapy and psychological inquiry, as well as theories and research specific to Dance/Movement Therapy and Body Psychotherapy.
   a. *Course Objective #1:* Students will gain awareness of interrelatedness between self, work, family, and career transition issues.
   b. *Course Objective #2:* Students will gain awareness of personal and clinical dimensions of career development and decision-making.

2. **Program Goal #2 – Clinical Skill:** Graduates will consistently demonstrate the necessary clinical skills to pursue a career in counseling and Dance/Movement Therapy or Body Psychotherapy.
   a. *Course Objective #1:* Students will experientially learn the processes and procedures for career exploration and development that will enable them to do it with their clients.
   b. *Course Objective #2:* Students will develop and practice professional and communication skills that will familiarize them with career counseling processes, techniques, and resources.
   c. *Course Objective #3:* Students will learn to translate civic skills into therapeutic skills and reflect on and understand the relationship between the roles of citizen and therapist.

3. **Program Goal #3 – Professional Identity:** Graduates will learn and manifest the standards of ethical and professional practice for the fields of counseling and either Dance/Movement Therapy or Body Psychotherapy.
   a. *Course Objective #1:* Students will develop a professional understanding of the role of the psychotherapist as it relates to personal experience, clinical requirements, service to others, and public work.
   b. *Course Objective #2:* Students will plan for and organize Practicum/Fieldwork Practicum placements that are clinically appropriate in terms of training requirements.

4. **Program Goal #4 – Diversity and Service:** Graduates will internalize and manifest pluralism and multicultural competency as an integral part of clinical and professional practice, and will be prepared to be of service to the under-served and disadvantaged members of their community and society.
   a. *Course Objective #1:* Students will study and appreciate cultural, ethnic, gender, and class differences in experiences of lifestyle and career development.
   b. *Course Objective #2:* Students will study and appreciate cultural, ethnic, gender, and class differences in peoples’ experiences of community engagement and career development.
   c. *Course Objective #3:* Students will plan for and organize Practicum/Fieldwork Practicum placements that are multi-culturally sensitive and socially relevant.
5. **Goal #5 – Contemplative Practice:** Graduates will understand how to use contemplative practices for personal and professional development and self-care, as well as be able to imbed contemplative values and practices into their work as a Dance/Movement Therapist or Body Psychotherapist.
   a. **Course Objective #1:** Students will begin to understand how awareness practice supports being in the present moment and how this helps support the transition into community-based venues for practica, internships, and future careers.
   b. **Course Objective #2:** Students will integrate contemplative practice experiences into their professional portfolios and emerging professional identities.

**Accommodations for Disabilities:**
Naropa University will provide accommodations for qualified students with disabilities. To request an accommodation, or to discuss any learning needs you may have, contact the Coordinator of Disability Services. Her office is located in the Student Affairs Department in the Administration Building on the Arapahoe Campus. You may contact her at 303-245-4749 or aweiss@naropa.edu.

**Other Needs:**
If you have any other needs that may require accommodations (special arrangements) or if you will miss a class because of a religious holiday, please contact the instructor by the third week of class.

**Professional Decorum:**
The Somatic Counseling Psychology Masters Program is a professional training program. Therefore, not only do students need to demonstrate academic understanding of the course material, they are also expected to demonstrate the maturity, decorum, and appropriate conduct expected of practitioners in the field of professional helping. To this end, students are requested to review the principles of professional behavior listed under “General Policies: Professional Decorum” in the MASCP Student Handbook.

**Required Text Books and Course Readings:**

**Recommended Text Books and Course Readings:**
Course Requirements:

1. **Attendance (10% - 50 Points):** More than one absence or consistent tardiness will lower the final grade. An attendance sheet will be passed around at the beginning of each class. Students are responsible for signing in on this attendance sheet. If a student is not signed in on the attendance sheet, it will be counted as an absence. Tardiness and absences result in the following point deductions:
   - **Tardy** = Five or more minutes late. Ten points off for each occurrence. Every set of three tardies equals one unexcused absence.
   - **Unexcused Absence** = Not approving an absence at least 24 hours in advance or informing instructor of a legitimate emergency.
   - **Excused Absence** = Approving an absence with a minimum of 24 hours notice or as soon as possible due to a serious medical, environmental, or family emergency.
   - More than one absence will reduce the final grade by fifty points (one full grade level) for each absence thereafter unless other arrangements have been made.

2. **Participation (10% - 50 Points):** Evidenced by substantive involvement in experiential exercises, engagement in class discussions, submission of informal writing assignments, participation in discussions, and contribution of original thinking. Completion of reading assignments will be evidenced by active participation in classroom; i.e. submitting questions from readings, asking questions, drawing connections, agreeing, disagreeing, etc. All relevant reading assignments must be read prior to coming to class. Informal writing assignments consist of in-class exercises, outside assignments, and other activities. While informal writing assignments are not given any specific point values, all informal writing assignments must be completed with thoroughness and personal investment and submitted on time for credit to be given. All informal writing assignments must include the student's name, date, and assignment name.

3. **Career Professional Interest and Values Assessment Paper (20% - 100 Points):** See "Career Professional Interest and Values Assessment Paper" handout for description.


5. **Professional Portfolio (50% - 100 Points):** The Professional Portfolio score is a composite score comprised of several projects and activities that are developed, accumulated, and submitted throughout the length of the course.
   a. **General Portfolio (20% - 100 Points):** See "Professional Portfolio" handout for description.
   b. **Graduate Psychology Internship Fair (10% - 50 Points):** See “Graduate Psychology Internship Fair” description in syllabus for description.
   d. **Practicum/Fieldwork Placement Plan and Paperwork 10% - 50 Points:** Evidenced by the completion and submission of a one to two page summary report of any anticipated and/or completed steps made toward the securing of an approved Practicum/Fieldwork site for Fall Semester.
Grading Policy:
1. Graduate level writing, style, and thinking are expected in all individual, group, and written work. Questions about what constitutes graduate level writing or style are to be directed to either the *Publication Manual of the American Psychological Association* (2010) or in *A Writer's Reference* by Diana Hacker (2006). Work that is not graduate level will not be accepted and will be returned to the student for revisions. Revised work will be considered late.

2. Assignments must be turned in by the beginning of class on the date due unless prior written arrangements have been made with the instructor and a written plan has been established to compensate for the delay. Exceptions to due dates are only granted in cases of emergency. In general, however, late assignments will be routinely subject to a non-negotiable credit loss of 1% (of the total 500 Points) or five (5) points per day.

3. Assignments must be submitted on paper. Electronic or emailed versions of assignments are not acceptable unless specifically indicated by the instructor or syllabus.

4. If turning in late assignments, it is the responsibility of the student to indicate the date on which the assignment is submitted. If no submission date is available, the date the assignment is received by the instructor will be used as the submission date.

5. Grades are determined in accordance with the grading rubrics and criteria as described in the Student Handbook.

Attendance Policy:
Full attendance and participation are essential to the successful completion of this course and the material being offered. With this in mind, students are permitted one absence - either excused or unexcused. When electing to be absent from class, either by design or by emergency, students must make arrangements with the instructor prior to the class if at all possible. In case of an emergency, students must notify the instructor as soon as possible once they know they will not be attending. Special accommodations can be made for observance of spiritual or religious holidays. If students have any special needs that may require accommodations or if they will miss a class because of a religious holiday, they must contact the instructor by the third week of class to make arrangements. As in other courses in the Somatic Counseling Psychology Program, more than 5 minutes late is considered tardy and three tardies are considered an absence. Two absences will result in consultation with the instructor to determine the viability of a make-up assignment. More than two absences may result in failing the course.

Missed Classes and Make-Up:
Students are responsible for making up any material missed before the next class meeting time. Step One of the Make-Up Procedure is to make sure the student has completed all the readings and/or assignments designated for that class. Step Two is to call another student in the class to make arrangements to procure missed lecture notes and handouts and to find out what was presented during that class. When both of these steps have been followed and a student still has questions, Step Three is to call the instructor or CSP. Make-Up assignments must be arranged and agreed upon ahead of time with the instructor.
- COURSE OUTLINE AND READING ASSIGNMENTS -

Please have readings completed by the date assigned.

Week 1: January 14, 2013

- TOPIC: Welcome; Review of Syllabus; Course Overview/Requirements; Identity, Transitions, and Career Selection Discussion; Overview of Career Counseling, History, and Basic Concepts.

- ASSIGNMENT (Due Week 4): Attend the Graduate Psychology Internship Fair on Friday, February 1, 2013 from 1:00 pm – 5:00 pm. It is at Paramita Campus. See Week 3 for more information!

- ASSIGNMENT (Due Weeks 6 and 10): Using information from class, the internet, the Naropa Career Center, or other resources, draft a copy of the items below. The first drafts, for peer review and feedback are due Week 6. The final drafts are due Week 10:
  a. Résumé: This should be tailored for the practicum/internship application process.
  b. Cover Letter: Can be generic for now, but tailored as above as much as possible.
  c. Letter of Recommendation: Write a letter of recommendation for yourself, but as if it were written by me or another one of your Naropa instructors.
  d. NOTE: Consider making an appointment with Sarah Steward from Naropa Career Services to help you with this (it’s part of your student fees). Please plan ahead, as you will need an appointment. You may also find these sites helpful:
    i. Naropa Career Services: [http://www.naropa.edu/studentlife/career/cse_index.cfm](http://www.naropa.edu/studentlife/career/cse_index.cfm)
    iii. Resume Writing Services Website: [http://www.free-resume-tips.com/10tips.html](http://www.free-resume-tips.com/10tips.html)
    iv. The Damn Good Resume Website: [http://www.damngood.com/jobseekers/tips.html](http://www.damngood.com/jobseekers/tips.html)

- ASSIGNMENT (Due Week 10): Go to [http://www.linkedin.com](http://www.linkedin.com) and begin to create a professional profile. You have several weeks to work on this. The final version is due Week 8, at which point you need to send an invitation to “connect” with the instructors:
  o Himmat Victoria: [http://www.linkedin.com/pub/himmat-victoria/4a/b1/1a1](http://www.linkedin.com/pub/himmat-victoria/4a/b1/1a1)

- ASSIGNMENT (Due Week 10): Professional Diversity/Inclusivity Mission Statement.

- ASSIGNMENT (Due Week 14): You will need to schedule and attend a meeting with Himmat Victoria in her role as the Practicum/Internship Coordinator to review your
clinical training goals and interests and answer any questions about the process. You can schedule this meeting any time between Week 7 and Week 12 and can sign up for a meeting time using the appointment sheet outside the office.

- **ASSIGNMENT (Due Week 14):** If you haven’t done so already, find the licensure requirements in the states(s) or province(s) where you see yourself practicing. You will need to provide evidence of this.
  - If you are remaining in the USA, visit the following website from the National Board for Certified Counselors: [http://www.nbcc.org/directory/Default.aspx](http://www.nbcc.org/directory/Default.aspx)
  - Write up a comparison sheet that compares the requirements you need to fulfill for licensure with the degree requirements you need for your program. Assess and discuss what is in alignment and/or what needs to be addressed to reach your goal.

- **ASSIGNMENT (Due Weeks 15):** Practicum/Fieldwork Placement Plan.
  - Write a 1-2 page proposal of your practicum/fieldwork plan. You might consider meeting with Himmat and reviewing licensure requirements before doing this.

- **ASSIGNMENT (Due Week 15):** If you haven’t done so already, find and join a professional organization as a student member. See the *Professional Identity Handout* for ideas and suggestions about this. You will need to provide evidence of this.

- **ASSIGNMENT (Ongoing):** Cumulative Professional Portfolio.

- **READINGS (For This Class):**
  - Download and begin reading the *MASCP Comprehensive Practicum / Internship Handbook* for your concentration. If you are in the dual concentration, you will need the DMT version. Focus on the Practicum Section of the Handbook.
    - It is available in the SourceBook and from the library Online Reserves at: [http://reserves.naropa.edu/eres/coursepass.aspx?cid=804](http://reserves.naropa.edu/eres/coursepass.aspx?cid=804)
    - Make sure you have the most recent copy, which is the 13th Edition.
  - SourceBook – *Professional Identity* by Kennedy.
  - SourceBook – *The Future of Career* by Collin & Young.
  - SourceBook – *The Paradox of Work* by Csikszentmihalyi.

**Week 2: January 21, 2013 – Dr. Martin Luther King, Jr. Holiday (No Class)**

- **DR. MARTIN LUTHER KING JR. HOLIDAY:** No Class This Week
- **READINGS (For This Class):** None 😊 (But work on what you already have)
Week 3: January 28, 2013

- TOPIC: Identity Issues in Lifestyle and Career Development; Career Diamond; Assessments Overview.
- ACTIVITY: Creation of Collaborative Teams
- DISCUSSION/ACTIVITY: Assessments Overview Handout; Various Assessments.
  Complete the following assessments (which will be necessary for Career Professional Interest and Values Assessment Assignment).
  - Personal Career Inventory (class)
  - JoHari Window (class)
  - Career Diamond (class)
  - Passion/Mission Statement and Collage (class)
  - Holland Codes (class & home [see Identify Potential Career Paths in Source Book])
  - MBTI / Kiersey Temperament Sorter (class & home [see http://www.humanmetrics.com website and Just Who Do You Think You Are? in SourceBook])
  - Values Clarification (home [see I Want Their Job and Values Clarification in Source Book])

- ASSIGNMENT (Due Week 4): Attend the Graduate Psychology Internship Fair on Friday, February 1, 2013 from 1:00 pm – 5:00 pm. It is at Paramita Campus. (NOTE: Inclement weather alternate day is February 8, 2013 from 1:00 pm – 5:00 pm.)
  - Review the assignments from this week in which you explored your interests, aptitudes, skills, values, and personality characteristics.
  - Take this information and visit several booths at the Internship Fair.
  - Learn more about sites that you might be interested in pursuing as either practicum or internship sites.
  - Inquire about the selection process, including qualifications needed, materials required, and deadlines for application, etc.
  - Write a 1-2 reflection paper on what this process was like for you, what you learned from it, what sites drew your interest and why, whether these sites are for practicum or internship, and what action steps you need to take next.

- ASSIGNMENT (Ongoing): Cumulative Professional Portfolio.
- READINGS (For This Class):
  - SourceBook – Identify Potential Career Paths by Roberts.

Week 4: February 4, 2013

- TOPIC: Career Development and Traditional Professional Skills: Practicum Handbook; Practicum/Internship Sequence and Overview; Resume, Cover Letter, Letters of Recommendation, and Interviewing Skills; Cumulative Professional Portfolio Overview.
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- **ASSIGNMENT (Ongoing):** Cumulative Professional Portfolio.
- **DUE:** Graduate Psychology Internship Fair Reflection Paper.
- **READINGS (For This Class):**
  - SourceBook – *Making a Difference* by Waters.

### Week 5: February 11, 2013 – Shambhala Day (No Class)
- **SHAMBHALA DAY:** No Class This Week
- **READINGS (For This Class):** None ☺ (But work on what you already have)

### Week 6: February 18, 2013
- **TOPIC:** Career Development Traditional Assessment Models: Identification of Skills, Abilities, Interests, Personality, and Values (Strengths and Resources).
- **DISCUSSION:** Résumés, Cover Letters, Letters of Recommendation, and Thank You’s.
- **ACTIVITY:** We will be reviewing and giving feedback on each other’s documents.
- **ASSIGNMENT (Ongoing):** Cumulative Professional Portfolio.
- **DUE:** Résumé, Cover Letter, and Letter of Recommendation Initial Drafts. Please bring two (2) copies of each of these to this class for distribution and feedback.
- **READINGS (For This Class):**
  - SourceBook – *Assessment Instruments for Career Development* by Holmes.

### Week 7: February 25, 2013
- **TOPIC:** Work in Our Lives: Public Achievement, Community-Based Learning, the Citizen Therapist, and Practicum; Personal Vision and Mission Statements.
- **ACTIVITY:** Creation of Collaboration Teams.
- **ACTIVITY:** Discuss and give feedback for *Career Professional Interest and Values Assessment* Assignment due next week.
- **ASSIGNMENT (Due Week 8):** *Career Professional Interest and Values Assessment.*
- **ASSIGNMENT (Ongoing):** Cumulative Professional Portfolio.
- **READINGS (For This Class):**
  - SourceBook – *Civic Lessons* by Heffernan.
  - SourceBook – *The Citizen Therapist* by Doherty.

### Week 8: March 4, 2013
- **TOPIC:** Clinical Training and Career Development Research Project; Taking Career into the Community.
- **ACTIVITY:** Discuss and develop your *Clinical Training and Career Development Research Project* using the Worksheet with your Collaborative Team.
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• **ASSIGNMENT (Due Week 15): Clinical Training and Career Development Research Project.**
  o Talk about Relational Meetings vs Informational Meetings
• **ASSIGNMENT (Ongoing):** Cumulative Professional Portfolio.
• **DUE:** Career Professional Interest and Values Assessment.
• **READINGS (For This Class):**
  o SourceBook – Public Achievement Handouts by Various Authors.
  o SourceBook – *The Relational Meeting* by Chambers & Cowan.
  o SourceBook – *Questions are More Transforming than Answers* by Block.

**Week 9: March 11, 2013**

• **TOPIC:** Multicultural, Diversity, and Inclusivity Issues in Practicum.
• **DISCUSSION:** Review of *National/State Licensure and Credentialing Standards* with Nathan Railla, GSP Licensure/Credentialing Specialist.
• **ACTIVITY:** Discuss and develop your *Diversity/Inclusivity Mission Statement* with your Collaborative Team.
• **ASSIGNMENT (Ongoing):** Cumulative Professional Portfolio.
• **READINGS (For This Class):**
  o Andersen & Vandehey – *CCDGE*: Chapter 7: Career Issues for a Diverse Workforce.
  o SourceBook – *Service-Learning and Multicultural/Multiethnic Perspectives* by Weah, Simmons, Verna, & Hall.
  o SourceBook – *Being Allies* by Kivel.

**Week 10: March 18, 2013**

• **TOPIC:** Career Counseling for Adults in Career Transition.
• **ACTIVITY:** Check-In about your Clinician Training and Career Development Research Project with your Collaborative Team.
• **VIDEO:** New Heroes: Transitional Career Programs for Incarcerated Men
• **ASSIGNMENT (Ongoing):** Cumulative Professional Portfolio.
• **DUE:** Résumé, Cover Letter, and Letter of Recommendation Revised Drafts.
• **DUE:** Profile on LinkedIn and invitation to “connect” sent to instructor.
• **DUE:** Professional Diversity/Inclusivity Mission Statement.
• **READINGS (For This Class):**
  o Andersen & Vandehey – *CCDGE*: Chapter 15: Career Development for Emerging Adults.
  o SourceBook – *The Uses of the Erotic* by Lorde.
    ▪ SourceBook – *The Uses of Anger* by Lorde.
Week 11: March 25, 2013 – SPRING BREAK (No Class)
• SPRING BREAK: No Class
• READINGS (For This Class): None 😊

Week 12: April 1, 2013
• TOPIC: Practicum and Career Counseling: A Somatic, Contemplative, and Environmental Practice Perspective.
• ASSIGNMENT (Ongoing): Cumulative Professional Portfolio.
• ACTIVITY: Student Panel.
• READINGS (For This Class):
  o Andersen & Vandehey – CCDGE: Chapter 16: Career Counseling for Adults.
  o SourceBook – A Marriage with Silence by Whyte.
  o SourceBook – Spiritual Reflection in Service Learning by Koth.

Week 13: April 8, 2013
• TOPIC: Career Development in High School and Late Adolescence; Young Adulthood.
• ACTIVITY: Check-In about your Clinician Training and Career Development Research Project with your Collaborative Team.
• ASSIGNMENT (Ongoing): Cumulative Professional Portfolio.
• READINGS (For This Class):
  o SourceBook – Courage and Conversation by White.

Week 14: April 15, 2013 – Portfolio Presentations – Group #1
• TOPIC: Special Needs in Career Counseling and Practicum.
• ASSIGNMENT (Ongoing): Cumulative Professional Portfolio.
• DUE: Clinical Training and Career Development Research Project.
• DUE: Meeting with Practicum/Internship Coordinator.
• DUE: Licensure Requirements comparison for your state, territory, and/or country.
• READINGS (For This Class):
  o SourceBook – Beyond the Consulting Room by Doherty.
  o SourceBook – Finding the Right Level by Doherty.
  o SourceBook – The Restorative Community by Block.
  o SourceBook – Turning to One Another by Wheatley.

Week 15: April 22, 2013 – Portfolio Presentations – Group #2
• TOPIC: Portfolio Presentations.
• DUE: Practicum/Fieldwork Placement Plan.
• DUE: Provide evidence of your student membership in a professional association.
• DUE Cumulative Professional Portfolio Presentations – Group One.
Week 16: April 29, 2013 – Portfolio Presentations – Group #3

- **TOPIC**: Portfolio Presentations.
- **DUE**: Cumulative Professional Portfolio Presentations – Group Two.

Week 17/A: May 6, 2013

- **TOPIC**: Portfolio Presentations.
- **DUE**: Cumulative Professional Portfolio Presentations – Group Three.

Week 17/B: May 8, 2013

- **TOPIC**: Integration, Evaluation, Wrap-Up, and Closure

**NOTE**: This course outline is flexible and may change as is deemed necessary or appropriate by the instructor, or as other relevant information and opportunities arise.

"At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us."

~ Albert Schweitzer
CAREER PROFESSIONAL INTEREST AND VALUES ASSESSMENT

PART I (1-2 pages)
For this portion of the assignment, reflect on the following questions:
- After exploring Holland Codes, MBTI Types, and the Values Clarification, what have you learned about yourself and your interests, personality, talents, skills, strengths, and/or values?
- How do these relate to your present and future academic and/or career path(s)?

PART II (1 page or equivalent)
For this portion of the assignment, develop a statement of purpose, mission statement, or vision that describes who you are and what you are here to do. You can base the statement on your identified values, personality type, Holland Code, or a combination of these if you wish. Take creative liberty in this portion of the assignment; whatever that means to you.

LENGTH & FORMAT
- Part I: 2-3 pages, typed, double-spaced, APA style
- Part II: 1 Page or Equivalent (i.e. using a mind-map or something else to explore this)
- No references necessary.

GRADING:
As with all assignments, please see syllabus for grading criteria. Additionally, for this assignment, you will be graded on your ability to articulate the assessment outcomes in professional, clinical language (e.g. as you would use in a job interview).

"Without work, all life goes rotten. But when work is soulless, life stifles and dies."

~ Albert Camus
DIVERSITY/INCLUSIVITY
MISSION STATEMENT GUIDELINES

1. The Diversity/Inclusivity Mission Statement is worth 10% of the final grade or 50 Points.

2. The Diversity/Inclusivity Mission Statement is due at the beginning of class on Week 8.

3. The Diversity/Inclusivity Mission Statement is a description of your working philosophy and commitments regarding your own awareness around diversity and inclusivity issues and how it informs your relationship to working with clients as a therapist in training. The Diversity/Inclusivity Mission Statement should be between one (1) page to two (2) pages in length, not including the cover page or reference page(s).

4. At least one (1) professional journal reference and one (1) professional book reference must be included in the Diversity/Inclusivity Mission Statement (more are acceptable). Accurate usage and citation of references is expected.

5. Each question of the Diversity/Inclusivity Mission Statement must be written in APA Format using competent writing, grammar, and organization. This includes the use of the following: 1) a cover page; 2) headings for each question; 3) an introduction, body, and conclusion; 4) accurately referenced quotations; 5) substantiation of ideas with referencing; 6) a reference page; and 7) appropriate margins and spacing. (HINT: If you don't know or are not sure about something, look it up!)

6. The Diversity/Inclusivity Mission Statement should include the following elements:
   a. Your definition and/or understanding of diversity and inclusivity.
   b. Your current understanding of your biases.
   c. Your awareness of your own relationship to power, privilege, and oppression and your commitments to advance your awareness.
   d. The resulting diversity and inclusivity skills that you bring to your work with clients.

Please describe your intentions in professional, mainstream mental health language (as you would describe your understanding and commitments to diversity and inclusivity in a practicum, internship, or job interview)

NOTE: Remember that this document will be a part of your professional portfolio. It is a work in progress, a part of your ongoing reflections with practicum, internship, and your changing relationship with yourself as a therapist.
CLINICAL TRAINING AND CAREER DEVELOPMENT RESEARCH PROJECT

Inspired by the Public Achievement Format, Dennis Donovan, Center for Democracy and Citizenship, Hubert H. Humphrey Institute of Public Affairs, University of Minneapolis

1. The Clinical Training and Career Development Research Project is worth 10% of the final grade or 50 Points.

2. The Clinical Training and Career Development Research Project is due at the beginning of class on Week 12.

3. The purpose of this assignment is to give students the opportunity to use concepts and skills from service learning, civic engagement, and community-based initiatives to explore various organizations and community opportunities that BOTH support their personal passions AND professional goals and aspirations. In particular, this assignment is designed to support students in identifying possible practicum/pre-internship sites for the Fall Semester.

4. Students will work on this project both individually and as part of Collaborative Teams. The basic elements of the assignment are as follows:

A. Topic/Theme Identification: Identify an issue that is connected to the results of your assessment data in terms of interest, values, skills, abilities, and/or passion and that also has social relevance. Use the Career Development Research Project Worksheet, in conjunction with your Collaboration Team, to explore this issue.
   i. Collect arguments for your issue: Why is this issue important to you? What is its social relevance? Include both personal as well as collective/social arguments.

B. Issue Convention: Present your issue and your arguments in the classroom.

C. Power Mapping: Find peers to work on your issue and brainstorm sources you could access to get more information, knowledge, experience, etc. for your issue. Include both:
   i. Traditional Sources:
      • At least 2 published books and/or articles
   ii. Community-Based Sources:
      • At least 1 relational meeting with a person/people – in other words stakeholders affected by or concerned with the issue.
      • At least one community based source of information (newspaper articles, materials from local agencies, websites etc).

D. Research/Project Development: Organize how you want to get the research and documenting work accomplished: Can you work together with peers to get work done
efficiently? Can you use each other’s work as resources? What can you accomplish as a team? Connect with each other to organize relational meetings, etc.

E. Research Process: During your research process, keep looking for ideas around public formats (letters to the editor, contribution to a newsletter, creating an info brochure for the public or an agency, creating an event, etc.) that could further support your issue for inclusion in the “Discussion” section of your Research Paper (see below).

F. Documenting your Work: Your Research Paper should be written in APA Format and have the following format:
   i. Introduction: Present your issue. Explain its personal relevance and give an introduction to its social relevance (see steps 1-3 above), 1 page.
   ii. Literature Review/Community Based Research: Substantiate the social relevance of your issue using published and community based sources of information (see steps 4-5 above), 1-2 pages.
   iii. Discussion and integration of your findings and ideas on public formats for potentially addressing your issue (see step 6 above), 2 pages.
   iv. Conclusion and suggestions for further research as well as a brief summary of your personal learning process, 1 page.

"Far and away the best prize that life has to offer is the chance to work hard at work worth doing."

~ Theodore Roosevelt
1. The Professional Portfolio is worth 20% of the final grade or 100 Points.

2. The Professional Portfolio is due at the beginning of class on your assigned week.

3. The Professional Portfolio is a showcase for your achievements and talents, which can be used to exemplify samples of your academic work; documentation and reflections on your clinical experience; summaries of projects, flyers, and creative therapeutic group plans; letters of recommendation; public presentations; and so on. It is suggested that you continue adding to this professional portfolio throughout the course of your graduate study at Naropa University (and even beyond). There are no specific page requirements for your Professional Portfolio. It needs to be big enough to contain all of the elements and succinct enough to be accessible and useable by you.

Creating a professional portfolio involves considerable effort and consistency in documenting your work and learning. We suggest collecting materials throughout the semesters and consistently integrating them into your portfolio. Feel free to be creative in the process of manifesting your portfolio i.e. collaborating with peers and mentors, using different media, etc.

Like other professionals, therapists need evidence of their growth and achievement over time. The professional portfolio is a vehicle for collecting and presenting that evidence. The portfolio allows you to collect documents that are required in our profession (e.g. licensure, insurance, etc.). They also support us to become reflective about what we do and they allow us to document the practices we would like to preserve and/or pass on to others.

**General Guidelines:**

1) Add a table of content page after each of the five competency areas detailing all documents in this competency area (Theoretical Knowledge, Clinical Skill, etc.)

2) Add a coversheet for each section (A, B, C, etc.) and each tab (a, b, c, etc.)

3) Include a description for each “relevant” document that describes the rationale for its inclusion into the professional portfolio.

4) Make sure to be familiar with the organization of your portfolio so you are able to find each document quickly if/when you should need it.

**General Organizational Categories of your Professional Portfolio:**

1) Theoretical Knowledge
2) Clinical Skill
3) Diversity, Inclusivity, and Service
4) Professional Identity
5) Contemplative Practice
Some Suggestions for What You Might Place in Each Category:

1) Theoretical Knowledge: Represents Your Understanding
   A) Course Syllabi
      a. Fall Semester 2012.
      b. Spring Semester 2013.
      c. Add future syllabi as you receive them.
   B) Relevant Papers
      a. Three to five relevant papers. Consider adding a cover page to each describing its relevance to your theoretical knowledge.
   C) Master’s Paper or Thesis
      a. Any material towards your Master’s Paper or Thesis Proposal.
      c. Any relevant research you have done already.
      d. Any comprehensive Reference Lists or Bibliographies (in progress).
      e. Any Relevant Papers including cover pages describing their relevance.

2) Clinical Skill: Represents Your Skill
   A) Therapeutic Skills
      a. Three to five relevant papers. Consider adding a cover page to each describing its relevance to your clinical skills.
   B) Practicum
      a. Include materials from your anticipated Practicum Placement Agency (i.e. brochures, website pages, pamphlets, application information, etc.).
      b. Include any Practicum Forms and Documentation you may have completed (see Practicum/Internship Handbook).
      c. Include any reflections on the 100 hour practicum experience you completed prior to beginning your degree program at Naropa.
      d. Include any creative ideas or experiences you have generated or collaborated on within a clinical context (i.e. group plans, descriptions for activities, etc.).

3) Diversity, Inclusivity, and Service: Represents Your Passion and Commitments
   A) Your Diversity/Inclusivity Mission Statement
      a. How does your understanding of diversity, inclusivity, and difference inform your work?.
   B) Reflections
      a. Reflections from the Practicum/Internship preparation experience.
      b. Reflections on Service and Helping.

4) Professional Identity: Represents Your Affiliation and Orientation
   A) Professional Documents
      a. Resume.
      b. Sample Cover letter.
c. Letters of Recommendation.
d. LinkedIn Profile.
e. Certificates of trainings and accomplishments.
f. Proof of membership in your professional organization.

B) Theoretical Orientation
   a. Your current Theoretical Orientation and/or Professional Identity Statement, including your perspective on DMT/BP.
   b. Your professional goals and vision (personal mission statement).

C) Licensure
   a. Include the licensure requirements where you are interested in practicing.
   b. Include a copy of the document that matches course work with licensure cognate areas from Student Handbook.

5) Contemplative Practice: Represents Your Self-Reflective Capacity
   A) Contemplative Inspirations and Applications
      a. Include relevant Class Papers, Lineage, Sources of inspiration, contemplative practices, etc.
      b. Show how your contemplative experience informs your work?
   B) Somatic Inspirations and Applications
      a. Include relevant Class Papers, Lineage, Sources of inspiration, Somatic practices, etc.
   C) Creative Inspirations and Applications
      a. Include relevant Class Papers, Artistic work, Creative personal reflections, dance footage, drawings, photography, video, art projects, poetry, etc.)

6) Other
   Feel free to add other relevant professional documents that do not fit previous sections

Congratulations!
You are on an exciting and engaging path.