

Micro-Credential 2: Career Development and Mental Health Connections

COURSE OUTLINE

The course designers acknowledge that this course was created on the traditional, ancestral, and unceded territory of the Coast Salish peoples – Skwxwú7mesh (Squamish), Stó:lō and Səlilwətaʔ/Selilwitulh (Tsleil-Waututh) and xʷməθkʷəy̍əm (Musqueam) Nations – as well as the Semiahmoo, Kwantlen, Katzie, Kwikwetlem, Tsawwassen First Nations, Nêhiyawak (Cree), Anishinaabe (Saulteaux), Anishnaabe (Omamiwininiwag), Niitsitapi (Blackfoot), Métis, Dene, Nakota, Algonquin, and Sioux, and on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence the vibrant community, and on Treaty 7 lands, the traditional territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the Tsuut'ina, the Îyâxe Nakoda Nations, and the Métis Nation (Region 3).

Thank you to all of those who contributed to this course across Turtle Island. Thank you to the land protectors in their commitment. We do not take this land for granted for without it, this course would not be possible.

Course Format

1 credit (i.e., 12 contact hours), facilitated e-learning¹

Course Developers

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- Michael Huston, Mount Royal University

¹ Participants can expect to spend approximately 40 hours to complete the course activities.

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Course Prerequisites

- Completion of or current enrollment within a teacher education program.
- Completion of Micro-Credential 1: Fundamentals of Career Development.

Course Description

This module addresses the connections between career development processes and interventions, including career education, and mental health outcomes. Coping with stress is reviewed as a common component of virtually all career development intervention efforts. Educators who work with students individually or in classrooms share core interpersonal skills enabling them to develop rapport, establish working alliances, and engage students to take action related to learning, problem-solving, and behaviour/attitude change. All educators solicit student input through questions and prompts, respond to this input with various types of reflections, and structure their interactions to ensure the aims of students and applicable curriculum are met. This module shows how these skills can combine with career development and mental health knowledge to improve career education/intervention and bolster mental health.

This course has been developed with support of the *Supporting Canadians to Navigate Learning and Work* project sponsored by the Canadian Career Development Foundation (CCDF) and Employment and Social Development Canada (ESDC). Some course material has been shared with permission from the *Connecting Career Development and Mental Health for Youth* project, funded by the Partnership Development Grant Program of the Social Sciences and Humanities Research Council of Canada.

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Learning Objectives

Upon successful completion of this course, participants will be able to:

- Describe a dual-continua model of mental illness and mental health
- Identify five sets of effects of career development processes
- Describe the mental health outcomes accrued from career development effects
- Describe a transactional model of stress and coping and describe 3 different options for stress control
- Identify ways in which career development interventions have the potential to reduce excessive stress while increasing the coping skills required to meet future demands.
- Describe interpersonal and interviewing skills and the importance of using them intentionally to help students connect career development and mental health.
- Use interpersonal and interviewing skills and strategies to normalize student career-related demands.
- Use interpersonal and interviewing skills and strategies to make connections between career development and mental health.
- Use interpersonal interviewing skills and strategies to provide information about mental health resources, and where available make appropriate referrals.
- Use activities and assignments to help students connect their career development to mental health.
- Initiate the development of a school culture supporting career development, mental health, and the connections between the two.

Required Texts

Redekopp, D. E., & Huston, M. (2020). *Strengthening mental health through effective career development: A practitioner's guide*. CERIC.

<https://ceric.ca/publications/strengthening-mental-health-through-effective-career-development-a-practitioners-guide/>

Supplemental Materials

Additional materials will be provided on the course site.

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Completion Overview

This course is segmented into several lessons, each containing one or more topics and corresponding sub-topics. Students will be guided through the materials (e.g., articles, resources, videos, critical reflections) in a specific order facilitated by an instructor. As evidence of their learning, students must complete all the required lessons and submit the following assignments which are designed to integrate their learning into practice.

Assignment	Percentage
Participation in Reflection Exercises & Discussion Forums	20%
Knowledge Quiz	20%
Assignment 1: Career Development Effects Self-Application	30%
Assignment 2: Stress & Coping Self-Application	30%

Accommodation

The development team has paid careful attention to the requirements of diverse learners. If further accommodations need to be made, please reach out so that our team can work collaboratively to ensure an inclusive, rich, and respectful learning experience.