

CPSY 424: CAREER DEVELOPMENT AND COUNSELING
Fall, 2011

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Office Hours
Mondays and Wednesdays 3:00pm – 4:30pm

PURPOSES

This course represents an introduction to career psychology and counseling (areas central to the professional identity of community counseling, school counseling, and counseling psychology). Career counseling requires competence and knowledge in three broad areas. First, it requires the basic counseling skills required of all counselors. Second, it requires a thorough knowledge of major theories of career development, choice and adjustment and the research derived from them. Third, it requires counselors to apply relevant theory and research in working with clients with career development, choice, and adjustment concerns across the life span. This course will provide students with requisite knowledge relevant to the latter two areas. Other courses in the counseling and counseling psychology programs focus attention on the first area. Additionally, technology has had a significant impact on career counseling practice. It is, therefore, also necessary to introduce the student to Internet and computer-based career services and the professional and ethical issues involved in using these technologies.

Specifically, therefore, the objectives of the course are:

1. To introduce the student to theory and research pertaining to vocational development, choice and adjustment across the life span.
2. To provide the student with theory- and research- derived frameworks for working with clients experiencing difficulties with career choices or adjustments across the life span, including an understanding of work personality assessment, career information systems, vocational problem diagnostics, and how to integrate these with career theory and research to promote optimum career development, choices, and adjustments of diverse clients.
3. To introduce the student to computer- and Internet-based occupational information systems and the ethical and professional guidelines governing the development and use of them.

EVALUATION

Grades for the course will be based on the student's performance on the following:

1. One paper will be graded for content, writing, and quality of presentation. All papers must be written in APA style. The date on which the paper is due is noted on the attached course schedule. The paper topic is as follows and is worth 30% of total grade:

Master's Students:

A 5 to 7 page analysis of an occupation of interest to the student using print and internet-based sources of occupational information (more detail will be provided in class when information sources are presented-- see attached course schedule).

Counseling Psychology Doctoral Students

A 10 page research proposal on a research question relevant to vocational psychology and of interest to the student. The proposal should include an introduction and methods section. The introduction reviews research relevant to making a case for the study and provides a precise statement of the research question and/or hypothesis.

The method section provides information on participants, measures, procedures, and data-analytic strategies.

2. Midterm and Final Exam on textbook and lecture material. (See attached course schedule for dates and times; each is worth 30% of total grade)

3. Outside Reading. One goal of the counseling programs is to graduate professionals who base their practices on the professional literature in their fields. The purpose of this outside reading assignment is to expose you to the scholarly literature on career development and counseling and to the journals in which such literature is published. Thus, you are also required to read articles relevant to career development and counseling, and summarize each article on a 4" X 6" index card. A maximum of ten (10) article summaries is required.

Grades will be assigned on the basis of the number of articles read and summarized as follows: **A = 10, A- = 9, B+ = 8, B = 7, B- = 6, C+ = 5, C = 4, C- = 3, D+ = 2, D = 1, F = 0**. Outside reading grades are worth 10% of the final course grade.

In order to receive credit for the readings, you should read an article **RELEVANT TO CAREER DEVELOPMENT AND COUNSELING** from a journal in the field (see below), summarize (**in your own words**) the article on a **4"X6"** index card, and turn in the summary at the beginning of the class. **Only one card will be accepted each class period and the article MUST be on a topic relevant to career development and counseling to receive credit for it.**

Relevant Journals

Career Development Quarterly
Journal of Applied Psychology
Journal of Career Assessment
Journal of Career Development
Journal of Counseling and Development
Journal of Counseling Psychology
Journal of Employment Counseling
Journal of Vocational Behavior
Measurement and Evaluation in Counseling and Development

TEXTS

Brown, S. D. & Lent, R. W. (Eds.) (2005). Career development and counseling: Putting theory and research to work. New York: Wiley.

Table of Contents

SECTION ONE: MAJOR THEORIES OF CAREER DEVELOPMENT, CHOICE, AND ADJUSTMENT

Chapter 1: The Minnesota Theory of Work Adjustment

Chapter 2: Holland's Theory of Vocational Personalities in Work Environments

Chapter 3: The Theory and Practice of Career Construction

Chapter 4: Applying Gottfredson's Theory of Circumscription and Compromise in Career Guidance and Counseling

Chapter 5: A Social Cognitive View of Career Development and Counseling

SECTION TWO: INFORMATIVE RESEARCH

Chapter 6: Occupational Aspirations: Constructs, Meanings, and Application

Chapter 7: Job Search Success: A Review and Integration of the Predictors, Behaviors, and Outcomes

Chapter 8: Theories and Research on Job Satisfaction

Chapter 9: Work Performance and Careers

Chapter 10: Career Development in Context: Research with People of Color

Chapter 11: Women's Career Development

SECTION THREE: ASSESSMENT AND OCCUPATIONAL INFORMATION

Chapter 12: Assessment of Interests

Chapter 13: Assessment of Needs and Values

Chapter 14: Ability Assessment in Career Counseling

Chapter 15: Beyond Interests, Needs/Values, and Abilities: Assessing Other Important Career Constructs Over the Life Span

Chapter 16: Occupational Classification and Sources of Occupational Information

SECTION FOUR: CAREER INTERVENTIONS ACROSS THE LIFE SPAN

Chapter 17: Promoting Career Development and Aspirations in School-Aged Youth

Chapter 18: Counseling for Career Choice: Implications for Improving Interventions and Working With Diverse Populations

Chapter 19: Counseling for Choice Implementation

Chapter 20: Counseling for Work Adjustment

Chapter 21: Counseling for Retirement

HANDOUTS

There will also be a multiple page handout that we will use in class as part of our discussion of (a) work personality assessment and (b) sources of occupational information. The handout is posted on BlackBoard.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse

community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Conceptual Framework

Professionalism in the Service of Social Justice. As a counselor or counseling psychologist, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge that you need to assure that your professional efforts to alleviate suffering and promote self-development and self-determination via career counseling and prevention activities are as empirically-based as possible.

Technology

In this course, you will use technology in your occupational analysis paper by accessing web-based information sources and interpreting the information included in them. You will also be introduced to computer- and web-based vocational guidance systems.

Diversity

Your programs are committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. We will cover educational and career development issues with diverse populations to facilitate your work with diverse clients and communities.

Course Schedule

DATE	TOPIC AND READINGS
W, August 31	<u>ADMINISTRATIVE MATTERS, COURSE OVERVIEW, HISTORICAL FOUNDATIONS</u> <u>Readings:</u> None
W, September 7	<u>THEORIES OF VOCATIONAL BEHAVIOR: TRAIT-FACTOR THEORIES</u> <u>Readings:</u> Brown & Lent, Chapters 1 and 2
W, September 14	No Class
W, September 21	<u>THEORIES OF VOCATIONAL BEHAVIOR: DEVELOPMENTAL THEORIES</u> <u>Readings:</u> Brown & Lent, Chapter 4
W, September 28	<u>THEORIES OF VOCATIONAL BEHAVIOR: SOCIAL COGNITIVE CAREER THEORY.</u> <u>Readings:</u> Brown & Lent, Chapters 5
W, October 5	<u>RESEARCH ON VOCATIONAL BEHAVIOR: RACE, ETHNICITY, GENDER, SOCIOECONOMIC STATUS, AND PERSONALITY</u> <u>Readings:</u> Brown & Lent, Chapters 11 and 24
W, October 12	MIDTERM EXAM
W, October 19	<u>ASSESSMENT OF WORK PERSONALITY: INTERESTS</u> <u>Note: Bring Handout and Text to Class</u> <u>Readings:</u> Brown & Lent, Chapter 12
W, October 26	<u>ASSESSMENT OF WORK PERSONALITY: VOCATIONAL NEEDS AND ABILITIES</u> <u>Note: Bring Handout and Text to Class</u> <u>Readings:</u> Brown & Lent, Chapters 13 and 14

- W, November 2 OCCUPATIONAL INFORMATION: PRINT, COMPUTER, AND WEB-BASED SOURCES OF OCCUPATIONAL INFORMATION
- Note: Bring Handout and Brown and Lent text to class**
- Readings: Brown & Lent, Chapter 16
- W, November 9 CAREER INTERVENTION: PROMOTING CAREER DEVELOPMENT CHILDREN AND ADOLESCENTS
- Readings: Brown & Lent, Chapters 17 and 22
- W, November 16 CAREER INTERVENTION: COUNSELING FOR CAREER CHOICE
- Readings: Brown & Lent, Chapter 18
- W, November 23 No Class—Thanksgiving Break
- W, November 30 CAREER INTERVENTION: COUNSELING FOR OCCUPATIONAL ENTRY
- Readings: Brown & Lent, Chapter 19
- W, December 7 CAREER INTERVENTION: COUNSELING FOR WORK ADJUSTMENT
- Readings: None
- Note: Papers Due**
- M, December 19 Final Exam (4:15- 6:45)