

CPSY 424: CAREER DEVELOPMENT AND COUNSELING
Fall, 2008

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Office Hours (Please sign up via e-mail)
Mondays 4:30pm – 5:30pm
Wednesdays 2:00pm – 4:00pm

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.

Walsh, W. B., & Betz, N. E. (2001). Tests and assessment (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

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. A master copy of the handout is also available in the file folder outside of the instructor's office. You should use this master to make a copy for yourself and then bring your copy to class on the dates noted on the attached course schedule.

POLICY ON PLAGIARISM

Plagiarism is presenting someone else's thoughts, ideas, data, or language as your own. We treat, in the Counseling Psychology Area of the Department of Leadership, Foundations, and Counseling Psychology and in this course, plagiarism as a serious ethical offense. The minimum penalty for plagiarism on the required paper or in the summaries of extra-credit readings is failure in the course.

Review the meaning of plagiarism as it is presented in the Graduate School's Student Handbook (1992-1993) on page 2 and in the American Psychological Association Publication Manual which you will use in preparing the required paper in this course. A lack of knowledge about the meaning of plagiarism will not be accepted as an excuse for plagiarism in this class.

SCHOOL OF EDUCATION 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 are as empirically-based as possible.

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility, and care, applicable to Loyola University Chicago faculty, staff, and students, which demands that the pursuit of knowledge at the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the University. For specific policies and procedures see: <http://www.luc.edu/education/academicspolicieis.shtml#honesty>.

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disability 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 University Chicago. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/register.shtml>.

HARASSMENT

It is unacceptable and a violation of University policy to harass, discriminate against, or abuse any person because of his or her race, 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. For specific definitions of discrimination, abuse, and harassment refer to p. 25-26 in Loyola University Chicago Student Handbook, located at <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHanbook2006.pdf>.

If you believe you are a subject to harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Course Schedule

DATE	TOPIC AND READINGS
W, August 27	<u>ADMINISTRATIVE MATTERS, COURSE OVERVIEW, HISTORICAL FOUNDATIONS</u> <u>Readings:</u> None
W, September 3	<u>THEORIES OF VOCATIONAL BEHAVIOR: TRAIT-FACTOR THEORIES</u> <u>Readings:</u> Brown & Lent, Chapters 1 and 2
W, September 10	<u>THEORIES OF VOCATIONAL BEHAVIOR: DEVELOPMENTAL THEORIES</u> <u>Readings:</u> Brown & Lent, Chapter 4
W, September 17	<u>THEORIES OF VOCATIONAL BEHAVIOR: SOCIAL COGNITIVE CAREER THEORY.</u> <u>Readings:</u> Brown & Lent, Chapters 5
W, September 24	<u>RESEARCH ON VOCATIONAL BEHAVIOR: RACE, ETHNICITY, GENDER, AND PERSONALITY</u> <u>Readings:</u> Brown & Lent, Chapters 10 & 11
W, October 1	MIDTERM EXAM
W, October 8	<u>ASSESSMENT OF WORK PERSONALITY: INTERESTS</u> <u>Note: Bring the Handout and Walsh and Betz Text to Class</u> <u>Readings:</u> Brown & Lent, Chapter 12; Walsh & Betz, Chapter 9
W, October 15	<u>ASSESSMENT OF WORK PERSONALITY: INTERESTS (CONTINUED)</u> <u>ASSESSMENT OF WORK PERSONALITY: VOCATIONAL NEEDS</u> <u>Note: Bring the Handout and Walsh and Betz Text to Class</u> <u>Readings:</u> Brown & Lent, Chapter 13
W, October 22	<u>ASSESSMENT OF WORK PERSONALITY: ABILITIES AND APTITUDES</u>

Note: Bring the Handout and Walsh and Betz Text to Class

Readings: Brown & Lent, Chapters 14 and 15; Walsh & Betz, Pp. 194-211

W, October 29 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 5 CAREER INTERVENTION: PROMOTING CAREER DEVELOPMENT CHILDREN AND ADOLESCENTS

Readings: Brown & Lent, Chapters 22 and 25

W, November 12 CAREER INTERVENTION: COUNSELING FOR CAREER CHOICE

Readings: Brown & Lent, Chapter 18

W, November 19 CAREER INTERVENTION: COUNSELING FOR OCCUPATIONAL ENTRY

Readings: Brown & Lent, Chapters 7 & 19

W, November 26 No Class- Thanksgiving Break

W, December 3 CAREER INTERVENTION: COUNSELING FOR WORK ADJUSTMENT

Note: Papers Due

Readings: Brown & Lent, Chapters 8 and 20

M, December 15 Final Exam (4:15pm – 6:45pm)