

CPSY 424: CAREER DEVELOPMENT AND COUNSELING
Fall, 2016

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Office Hours
Wednesday 3:00pm – 5:00pm
Friday 1:00pm -3:00pm

PURPOSES

This course represents an introduction to career psychology and counseling (areas central to the professional identity of community counseling, clinical mental health 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 help students gain the knowledge required to work with persons experiencing difficulties in career development, choice, and adjustment across the life span. These knowledge bases include: (a) theory and research pertaining to vocational development, choice, and adjustment, (b) influences of race/ethnicity, gender, socio-economic status, sexual orientation, disability, and personality on vocational development, choice, and adjustment, (c) work-personality assessment strategies, (d) occupational information systems, and (e) how to integrate these knowledge bases to promote optimum career development, choices, and adjustment of diverse clients.
2. To learn to apply knowledge of occupational information systems via an in-depth analysis of an occupation of interest to the student (Master's students), or to learn to apply course material to the development of a research proposal on a topic in vocational psychology of interest to the student (Doctoral students).

Note: These three course objectives are the objectives that you will be asked to evaluate at the end of

the semester via the IDEA on-line course evaluation system. In the IDEA system these are labeled (1) gaining basic understanding of the subject, (2) learning to apply course material, and (3) learning how to find, evaluate, and use resources to explore topics in depth. The addendum to this syllabus (see last page) explains more about the IDEA Course Evaluation System.

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

TEXT

Brown, S. D. & Lent, R. W. (Eds.) (2013). *Career development and counseling: Putting theory and research to work* (2nd. Ed.). New York: Wiley.

TEXT TABLE OF CONTENTS

1. Understanding and Facilitating Career Development in the 21st Century (Lent & Brown)

Section One: MAJOR THEORIES OF CAREER DEVELOPMENT, CHOICE, AND ADJUSTMENT

2. Minnesota Theory of Work Adjustment (Swanson & Schneider)
3. Holland's Theory of Vocational Choice and Adjustment (Nauta)
4. The Life-Space, Life-Span Theory of Careers (Hartung)
5. Social Cognitive Career Theory (Lent)
6. Career Construction Theory and Practice (Savickas)

Section Two: THE ROLE OF DIVERSITY, INDIVIDUAL DIFFERENCES, AND SOCIAL FACTORS IN CAREER DEVELOPMENT, CHOICE, AND ADJUSTMENT

7. Women, Men, and Work: The Long Road to Gender Equity (Heppner)
8. The Role of Race and Ethnicity in Career Choice, Development, and Adjustment (Fouad & Kantamneni)
9. Social Class, Poverty, and Career Development (Juntunen, Ali, & Pietrantonio)
10. Career Development of Lesbian, Gay, Bisexual, and Transgendered Individuals (Prince)
11. Personality, Career Development, and Occupational Attainment (Brown & Hirschi)
12. Relational Influences on Career Development (Kenny & Medvide)

13. The Career Development of Youth and Young Adults with Disabilities (Fabian & Pebdani)

Section Three: ASSESSMENT AND OCCUPATIONAL INFORMATION

14. Nature, Importance, and Assessment of Interests (Hansen)

15. Nature, Importance, and Assessment of Needs and Values (Rounds & Jin)

16. Ability and Aptitude Assessment in Career Counseling (Metz & Jones)

17. Assessing Additional Constructs Affecting Career Choice and Development (Rottinghaus & Hauser)

18. The Structure, Sources, and Uses of Occupational Information (Gore, Leuwerke, & Kelly)

Section Four: COUNSELING, DEVELOPMENTAL, AND PREVENTIVE INTERVENTIONS

19. Promotion of Career Awareness, Development, and School Success (Turner & Lapan)

20. Promotion of Career Choices (Whiston & James)

21. Interventions to Aid Job Finding and Choice Implementation (Jome & Phillips)

22. Promoting Work Satisfaction and Performance (Lent & Brown)

23. Counseling Adults for Career Transitions (Bobek, Hanson, & Robbins)

HANDOUT (Available on Sakai)

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. Bring a hard-copy with you to class on the days noted on the attached course schedule.

CONCEPTUAL FRAMEWORK

Social Action through Education. 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.

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.

DISPOSITIONS

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas

of professionalism, fairness and/or the belief that all students can learn. The specific dispositions that students should develop in this class are *professionalism*, *fairness/equity* and *belief that all students can learn*. The descriptions for the expected behaviors for the listed dispositions can be found on the rubric posted in LiveText for this course (The syllabus addendum also explains more about Dispositions and LiveText).

ACADEMIC HONESTY, ACCESSIBILITY, EthicsLine REPORTING HOTLINE, ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES: See Syllabus Addendum for link to these policies.

Course Schedule

DATE	TOPICS AND READINGS
W, August 31	<u>ADMINISTRATIVE MATTERS, COURSE OVERVIEW, HISTORICAL FOUNDATIONS</u> <u>Readings:</u> Text, Chapter 1
W, September 7	<u>THEORIES OF VOCATIONAL BEHAVIOR: TRAIT-FACTOR THEORIES</u> <u>Readings:</u> Text, Chapters 2 and 3
W, September 14	<u>THEORIES OF VOCATIONAL BEHAVIOR: DEVELOPMENTAL THEORIES</u> <u>Readings:</u> Text, Chapter 4
W, September 21	<u>THEORIES OF VOCATIONAL BEHAVIOR: SOCIAL COGNITIVE CAREER THEORY; RESEARCH ON DIVERSITY AND VOCATIONAL BEHAVIOR</u> <u>Readings:</u> Text, Chapter 5 AND 7, 8, 9, 10, OR 13
W, September 28	No Class
W, October 5	<u>RESEARCH ON DIVERSITY (CONTINUED); RESEARCH ON PERSONALITY AND VOCATIONAL BEHAVIOR; REVIEW FOR MIDTERM EXAM</u> <u>Readings:</u> Text, Chapter 11
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> Text, Chapter 14
W, October 26	<u>ASSESSMENT OF WORK PERSONALITY: VOCATIONAL NEEDS AND ABILITIES</u>

Note: Bring Handout and Text to Class

Readings: Text, Chapters 15 and 16

W, November 2 OCCUPATIONAL INFORMATION: PRINT, COMPUTER, AND WEB-BASED SOURCES OF OCCUPATIONAL INFORMATION

Note: Bring Handout and Text to Class

Readings: Text, Chapter 18

W, November 9 CAREER INTERVENTION: PROMOTING CAREER DEVELOPMENT OF CHILDREN AND ADOLESCENTS

Readings: Text, Chapters 19 and 12 (pp. 329-341)

W, November 16 CAREER INTERVENTION: COUNSELING FOR CAREER CHOICE

Readings: Text pp. 514-516 (World of Work Map) and pp. 522-525 (Comprehensive Internet-Based Sources of Occupational Information)

W, November 23 No Class—Thanksgiving Break

W, November 30 CAREER INTERVENTION: COUNSELING FOR OCCUPATIONAL ENTRY AND WORK ADJUSTMENT. REVIEW FOR FINAL EXAM

Note: Paper Due

Readings: Text, Chapter 21, 22, and 12 (pp. 341-350)

W, December 7 FINAL EXAM

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to:

<http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education - **Social Action through Education**.