

CPSY 424: Career Development and Counseling
Fall 2017

Wed 4:15 – 6:45 PM

Hui Xu, PhD/Dr. X

hxu2@luc.edu (best contact method)

LT 1142

Office hours: Wed 3:00 - 4:00 PM

Course Description

This course represents an introduction to career development and counseling (areas central to the professional identity of community counseling, clinical mental health counseling, school counseling, and counseling psychology). It is the goal of this course that through this class, students will gain required foundation to work with persons experiencing difficulties in career development, choice, and adjustment across the life span. Specially, therefore, this course is designed to help students achieve two hierarchical learning goals, including: (1) gaining knowledge of career development/vocational psychology (e.g., major theories, career assessment, occupational information system, and research/literature), and (2) learning application of knowledge and skills in vocational psychology to career counseling.

Note: The two course objectives are the objectives that students 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 a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories), and (2) learning to apply knowledge and skills to benefit others or serve the public good. The addendum to this syllabus (see last page) explains more about the IDEA Course Evaluation System.

Course Requirements

Students are expected to have read all material for the course and engage in class discussion on the readings. There will be two exams, a midterm and final. Written assignments will consist of a career autobiography, and a literature review/research proposal. In addition, students will be expected to take a self career assessment and give a group presentation to the class.

Grading will be based on self career assessment (5%), group presentation (20%), midterm exam (20%), career autobiography (15%), final exam (10%), review/research proposal (20%), and class participation (10%).

Career Self Assessment. Complete (1) O*Net Interest Profiler, and (2) O*Net Work Importance Profiler.

Evaluation rubric: Successfully complete the two tests and present your test results to the instructor. For each of the two tests you complete, you will receive half points of the entire assignment.

Midterm Exam. The midterm exam will consist of short answer (e.g., definition of terms) questions as well as an essay or two geared at integration and application of concepts.

Short answer evaluation rubric: Short answers will be evaluated for accuracy of explanation and inclusion of importance.

-Accuracy: 6 points for a completely accurate definition/description, 4 points for a mostly accurate description, 2 point for a small part being accurate but most inaccurate, and 0 points for an inaccurate response.

-Importance: 4 points for an accurate description why the concept is important, 2 point for partial coverage of importance, and 0 points for having no accurate reporting of importance.

Essay evaluation rubric: The paper is evaluated for accuracy of content (40%), adequacy of coverage (40%), and quality of organization (20%).

-Accuracy of content (40%): 40 points for completely accurate information; 30 points for mostly accurate (1 or 2 errors), 20 points for fairly accurate information with several errors, 10 points for mostly inaccurate information, 0 points for inaccurate content.

-Adequacy of coverage (40%): 40 points for complete coverage of content; 30 points for mostly covering content (1 or 2 minor omissions), 20 points for fairly complete information but with some prominent omissions, 10 points for many prominent omissions, and 0 points for egregious omissions.

-Quality of critical examination (20%): 20 points for well organized presentation of content and logical flow; 10 points for partial organization of material and/or some lapses in logical flow, and 0 points for no organization or just listing of material.

Group presentation. For this assignment, six small groups will be formed to present on each of the six topics identified on the course schedule (see course schedule for presentation topics and dates). Each group will give a 40-minute presentation and then lead a 10-minute discussion.

Evaluation rubric: Group presentation will be evaluated on (1) broad knowledge of the content area, such as sociopolitical background and unique career concerns for the chosen topic, current career research on the chosen topic, and career services/interventions derived from the topic (50%), (2) comprehension and application of knowledge of the content area, such as applicability of major career theories to the chosen topic, implication for career counseling, career interventions/programs needed (40%), and (3) providing a 1-2 page handout for the class (10%).

Group members will be required to evaluate each member's involvement in preparation and delivery of the group presentation according to the following three criteria: (1) contribution to presentation ideas (5 points), (2) involvement in literature search and/or identification of resources (5 points), and (3) development and/or delivery of presentation materials (5 points). When necessary, group members' evaluation of each other's involvement will be used to adjust the score each member receives for this assignment.

Career Autobiography (3-4 pages excluding the references, double-spaced). This should be a description and explanation of your own career development from your birth (or before) until now, plus the career planning for your future. This reflection assignment would serve as an opportunity for you to apply major theories and career assessment to a real case, which is your own career development. It is the goal of this assignment that students would develop a better integration of theories, assessment, and life experience/stories, so that students could more readily apply course materials in future career counseling.

Therefore, the critical evaluative aspect of this assignment is the application of career theories and self career assessment results to your own career development. You are essentially expected to answer two sets of questions:

- (1) How did you get to where you are now? Even if you are presently undecided or “lost” regarding your career plans, you still have a history that is relevant to your career development. Spend some time thinking about the most important events, experiences, and/or people who have influenced your career development. In the paper, describe those major events or experiences, then explain why those events or experiences affected you as they did and why you developed the abilities, interests, and values you have. The page limit will allow you to mention every event or experience in the paper so you must decide which were the most significant.
- (2) How do you make sense of your career development based on theories and self career assessment results? Use the theories covered in class to explain why you developed the way you did. Feel free to use as many theories as you want. You don’t have to “buy” any of them – just intelligently present and apply them. You can then agree with or disagree with any or all. You are also required to summarize and incorporate the results from the Self Career Assessment. Think about how consistent or inconsistent the test results are to the history of your career development, and/or to career theories covered in class. Discuss the consistency or inconsistency and how the theories and test results may inform your career development. Conclude the paper with your career goals and plans for the future and explain the rationale of your career plans.

Final Exam. The final exam will present a clinical case scenario and students will be asked to formulate a case conceptualization. Such a case conceptualization should answer two questions: (1) what is the core issue, and (2) how to alleviate the issue.

Evaluation rubric: The paper is evaluated for accuracy of content (40%), adequacy of coverage (40%), and quality of organization (20%).

-Adequacy of coverage (40%): 40 points for complete coverage of important information; 30 points for mostly covering content (1 or 2 minor omissions), 20 points for fairly complete information but with some prominent omissions, 10 points for many prominent omissions, and 0 points for egregious omissions.

-Accuracy of content (40%): 40 points for a completely sensible conceptualization rooted in theories and research; 30 points for mostly sensible (1 or 2 errors), 20 points for fairly sensible information with several errors, 10 points for mostly inaccurate information, 0 points for inaccurate content.

-Quality of critical examination (20%): 20 points for well organized presentation of content and logical flow; 10 points for partial organization of material and/or some lapses in logical flow, and 0 points for no organization or just listing of material.

Review/Research proposal. This written assignment 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.

Master's Students:

A 5 to 7 page review of vocational psychology literature of interest to the student. The review should locate the topic in the broad context and summarize theoretical and empirical advancements of the topic. Master's students can opt for a research proposal as described below instead if they want more practice on research design.

Counseling Psychology Doctoral Students:

A 10-page research proposal on a research question relevant to vocational psychology and of interest to the student. The student will write a research proposal in a manner similar to a journal article (in APA style). 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. This should be no longer than 10 pages of text (excluding references). Reviews will be evaluated using the essay rubric stated above.

Late Assignment Policy: If you submit any assignment after the class start time (i.e., 4:15 PM) of the due date, your assignment will be considered late. You could receive 50% of the total points if you submit your assignment within one week after the due date. After one week since the due date, your assignment will not be accepted.

Text & Readings

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

http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:01LUC_ALMA51138848800002506

Supplemented Readings:

- Brown, S. D., Hacker, J., Abrams, M., Carr, A., Rector, C., Lamp, K., . . . Siena, A. (2012). Validation of a Four-Factor Model of Career Indecision. *Journal of Career Assessment*, 20(1), 3-21. doi: 10.1177/1069072711417154.
- Gati, I., Krausz, M., & Osipow, S. H. (1996). A taxonomy of difficulties in career decision making. *Journal of Counseling Psychology*, 43(4), 510-526. doi: 10.1037/0022-0167.43.4.510
- Gottfredson, L. S. (2005). Applying Gottfredson's theory of circumscription and compromise in career guidance and counseling. In S. D. Brown & R. W. Lent (Eds.) *Career development and counseling: Putting theory and research to work*. New York: Wiley.
- Jin, J., & Rounds, J. (2012). Stability and change in work values: A meta-analysis of longitudinal studies. *Journal of Vocational Behavior*, 80(2), 326-339. <https://doi.org/10.1016/j.jvb.2011.10.007>
- Krumboltz, J. D. (2009). The happenstance learning theory. *Journal of Career Assessment*, 17(2), 135-154. doi: 10.1177/1069072708328861
- Savickas, M. L. (2015). Career Counseling Paradigms Guiding, Developing and Designing. In *APA Handbook of Career Intervention: Vol. 1. Foundations* (Vol. 1, pp. 129-143). <https://doi.org/10.1037/14438-000>
- Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J. P., Duarte, M. E., Guichard, J., . . . van Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, 75(3), 239-250.
- Tracey, T. J. G. (2002). Development of interests and competency beliefs: A 1-year longitudinal study of fifth- to eighth-grade students using the ICA-R and structural equation modeling. *Journal of Counseling Psychology*, 49(2), 148-163. <https://doi.org/10.1037/0022-0167.49.2.148>
- Xu, H., & Tracey, T. J. G. (2016). Stability and change in interests: A longitudinal examination of grades 7 through college. *Journal of Vocational Behavior*, 93, 129-138. <https://doi.org/10.1016/j.jvb.2016.02.002>
- Xu, H., & Tracey, T. J. (2017). Development of an abbreviated career indecision profile-65 using item response theory: The cip-short. *Journal of Counseling Psychology*, 64(2), 222-232. doi: 10.1037/cou0000182

See Reading Assignments on the attached course schedule. All, except where otherwise noted, can be downloaded from the University Library electronic data base. Those that are unavailable electronically will be posted on Sakai.

Course Schedule

Section/topic	Class	Content	Assignment
	Aug 30	Introduction to course	
	Sep 6	Minnesota Theory of Work Adjustment Holland's RIASEC theory	Self-assessment due Text, Chapters 2 and 3
	Sep 13	Super's life span and life space Gottfredson's circumscription and compromise	Text, Chapters 4 Gottfredson (2005)
	Sep 20	Social Cognitive Career Theory Development of Self-efficacy, Interest, and Value	Text, Chapters 5 Tracy (2002) Jin & Rounds (2012) Xu & Tracey (2016)
Major theories			
	Sep 27	Krumboltz's Happenstance Theory Savickas's career construction theory	Krumboltz (2009) Text, Chapters 6 Savickas (2009)
	Oct 4	Evaluate and Summarize Theories	Savickas (2015)
	Oct 11	Midterm exam	
	Oct 18	Group presentation: Career counseling for racial/ethnic minorities Career counseling for women Career counseling for LGBTQ	Text, Chapters 8 Text, Chapters 7 Text, Chapters 10
Diversity and individual difference			
	Oct 25	Group presentation: Relational Influence on Career Development Career counseling for people with low SES Career counseling for people with disability	Text, Chapters 12 Text, Chapters 9 Text, Chapters 13
Career Assessment and Occupational	Nov 1	Career assessment: Interest, Values and Abilities	Text, Chapters 14, 15, and 16

Information Nov 8 Career assessment:
Career Indecision

Gati (1996)
Brown et al. (2012)
Xu & Tracey (2017)

Nov 15 Occupational Classification
Occupational Information

Career Autobiography Due
Text, Chapters 18

Nov 22 Thanks-giving break

Career Nov 29 Career Counseling:
Counseling and Intervention Techniques
Interventions Case Scenarios

Text, Chapters 19, 20, and 21
Reviews/Proposals due

Dec 6 **Final exam**

Dec 13 No class in the exam week

SCHOOL OF EDUCATION 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 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, Inquiry, and Social Justice. The specific disposition that student should develop in this class is Professionalism. The descriptions of the expected behaviors for the listed disposition can be found on the rubric posted in LiveText for this course.

**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, Inquiry, and Social Justice**. 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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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***.