

**CPSY 424: Career Development and Counseling  
Fall 2018**

Wed 4:15 – 6:45 PM

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LT 1142

Office hours: By appointment

**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 course material (to improve thinking, problem solving, and decisions). 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 one midterm exam. Written assignments will consist of a career autobiography, and an informational interview 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 weekly paper reflection (10%), self-career assessment (5%), group presentation (20%), midterm exam (20%), career autobiography (20%), informational interview/research proposal (20%), and class participation (5%).

**Weekly comment paper.** At the end of the class, students will write a brief paper about any reflection, questions, or feedback related to the class material and turn it in. The comment paper should be at least two sentences, so the grading focus is on the completion of the paper instead of the length. The comment paper will serve as a tool to enhance students' reflection and interaction with the instructor. In the next class, the instructor will address typical or important questions selected from the last week.

**Career self-assessment.** Complete (1) O\*Net Interest Profiler, and (2) O\*Net Work Importance Profiler.

Evaluation rubric: Successfully complete the two tests and submit 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 multiple-choice questions focused on the content covered in readings and lectures.

**Peer teaching/Group presentation.** Teaching is often the best learning. 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 (for 2 members)/50-minute (for 3 members) presentation and then lead a 10-minute discussion. Each group will use the guideline provided by the instructor and the guideline will specify the content and structure of the presentation. The guideline will also divide the presentation into sections, so group members can discuss and each choose one section of interest. The grade will be based on group and individual performance (including informational adequacy, critical thinking, organization of presentation, and interaction with audience). The instructor will potentially provide learning materials supplementing the student presentation.

**Guideline for peer teaching.** Each group is expected to present on areas listed below. This guideline has specified 2-3 roles for every presentation and group members can discuss to decide their specific role. For each role, the guideline has specified the content domains the presenter should cover.

Presenter 1:

- sociopolitical background and unique career concerns for the chosen topic
- current career research on the chosen topic (review at least three important ones)
- available career services/interventions derived from the topic

Presenter 2:

- applicability of major career theories to the chosen topic
- suggestions for career counseling
- career interventions/programs still needed

Presenter 3 (if any):

- A case example, including basic information of the case, career development issue(s), your recommendations as a career counselor

**Career autobiography** (3-5 pages excluding the references, double-spaced). This should be a description and explanation of your own career development from your birth 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 not 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.

**Informational interview/Research proposal.** This written assignment will be graded for adequate coverage, critical thinking, and quality of organization/presentation. All papers must be written in APA style. Approve your interview plan (including the potential interviewee and questions) or proposal topic with the instructor via email by the date specified on the schedule. The date on which the paper is due is also noted on the attached course schedule.

Master’s Students:

A 3 to 5 page (double-spaced) summary of an informational interview with a mental health practitioner (if you are from a different program, please interview a professional in your field). To complete this assignment, you will need to interview a mental health practitioner for at least 6 questions of your choice. Then, you will write a summary based on your interview, including questions you asked, answers you collected, and reflection you have (e.g., your experience in the interview, any surprising information, and your strength and areas of growth as a future practitioner).

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).

**Late Assignment Policy:** If you submit any assignment after the class start time 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](http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:01LUC_ALMA51138848800002506)

**Alternative text:** Swanson, J. L. & Fouad, N. A. (2014). *Career theory and practice: Learning through case studies* (3<sup>rd</sup>. Ed.). Thousand Oaks, CA: Sage. ISBN: 1452256691

### Supplemented Readings:

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., & Bhang, C. H. (in press). The Structure and Measurement of Career Indecision: A Critical Review. *Career Development Quarterly*.

### **Recommended Readings:**

#### Holland's hexagon model

Nauta, M. M. (2010). The Development, Evolution, and Status of Holland's Theory of Vocational Personalities: Reflections and Future Directions for Counseling Psychology. *Journal of Counseling Psychology, 57*(1), 11-22. doi: 10.1037/a0018213

Armstrong, P. I., Day, S. X., McVay, J. P., & Rounds, J. (2008). Holland's RIASEC model as an integrative framework for individual differences. *Journal of Counseling Psychology, 55*(1), 1-18.

#### Minnesota theory of work adjustment

Judge, T. A. (1994). Person-organization fit and the theory of work adjustment: Implications for satisfaction, tenure, and career success. *Journal of Vocational Behavior, 44*(1), 32-54.

Rounds, J. B., Dawis, R., & Lofquist, L. H. (1987). Measurement of person-environment fit and prediction of satisfaction in the theory of work adjustment. *Journal of Vocational Behavior, 31*(3), 297-318.

#### Super's life-span and life-space model

Herr, E. L. (1997). Super's life-span, life-space approach and its outlook for refinement. *The Career Development Quarterly, 45*(3), 238-246.

Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior, 16*(3), 282-298.

#### Gottfredson's circumscription and compromise

Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology, 28*(6), 545-579. doi: <http://dx.doi.org/10.1037/0022-0167.28.6.545>

Gottfredson, L. S., & Lapan, R. T. (1997). Assessing gender-based circumscription of occupational aspirations. *Journal of career assessment, 5*(4), 419-441.

#### Social cognitive career theory

Lent, R. W., & Brown, S. D. (2013). Social cognitive model of career self-management: Toward a unifying view of adaptive career behavior across the life span. *Journal of Counseling Psychology, 60*(4), 557-568. doi: 10.1037/a0033446

Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior, 45*(1), 79-122. doi: 10.1006/jvbe.1994.1027

Diversity in career development

Flores, L. Y., & O'Brien, K. M. (2002). The career development of Mexican American adolescent women: A test of social cognitive career theory. *Journal of Counseling Psychology, 49*(1), 14-27.

Fouad, N. A., Kantamneni, N., Smothers, M. K., Chen, Y. L., Fitzpatrick, M., & Terry, S. (2008). Asian American career development: A qualitative analysis. *Journal of Vocational Behavior, 72*(1), 43-59.

Cook, E. P., Heppner, M. J., & O'Brien, K. M. (2002). Career development of women of color and white women: Assumptions, conceptualization, and interventions from an ecological perspective. *The Career Development Quarterly, 50*(4), 291-305.

Hackett, G., & Betz, N. E. (1981). A self-efficacy approach to the career development of women. *Journal of vocational behavior, 18*(3), 326-339.

Halpern, A. S. (1994). The transition of youth with disabilities to adult life: A position statement of the Division on Career Development and Transition, the Council for Exceptional Children. *Career Development for Exceptional Individuals, 17*(2), 115-124.

Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998). Self-determination for persons with disabilities: A position statement of the division on career development and transition. *Career Development for Exceptional Individuals, 21*(2), 113-128.

Career counseling

Brown, S. D., Krane, N. E. R., Brecheisen, J., Castelino, P., Budisin, I., Miller, M., & Edens, L. (2003). Critical ingredients of career choice interventions: More analyses and new hypotheses. *Journal of Vocational Behavior, 62*(3), 411-428.

Whiston, S. C., Li, Y., Mitts, N. G., & Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytic replication and extension. *Journal of Vocational Behavior, 100*, 175-184.

Whiston, S. C., Rossier, J., & Barón, P. M. H. (2016). The working alliance in career counseling: A systematic overview. *Journal of Career Assessment, 24*(4), 591-604.

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 29	Introduction to course	
Major theories	Sep 5	Minnesota Theory of Work Adjustment Holland's RIASEC theory	<b>Self-assessment due</b> Text, Chapters 2 and 3
	Sep 12	Super's life span and life space Gottfredson's circumscription and compromise	Text, Chapters 4 Gottfredson (2005)
	Sep 19	Social Cognitive Career Theory Development of Self-efficacy, Interest, and Value	Text, Chapters 5 Tracy (2002) Jin & Rounds (2012) Xu & Tracey (2016)
	Sep 26	Krumboltz's Happenstance Theory Savickas's career construction theory	Krumboltz (2009) Text, Chapters 6 Savickas (2009)
	Oct 3	Evaluate and Summarize Theories	Savickas (2015)
	Oct 10	<b>Midterm exam</b>	
Career Assessment and Occupational Information	Oct 17	Career assessment: interest, values and abilities Career assessment: career indecision Occupational Information	Text, Chapters 14, 15, and 16 Xu & Bhang (in press) Text, Chapters 18
Diversity and individual difference	Oct 24	Group presentation: Career counseling for racial/ethnic minorities Career counseling for women	Text, Chapters 8 Text, Chapters 7
	Oct 31	Group presentation:	<b>Career Autobiography due</b>

	Relational Influence on Career Development	Text, Chapters 12
	Career counseling for people with low SES	Text, Chapters 9
Nov 7	Group presentation: Career counseling for LGBTQ Career counseling for people with disability	<b>Interview plan/proposal topic approval due</b> Text, Chapters 10 Text, Chapters 13
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Nov 14	Career counseling I	Text, Chapters 19, 20, and 21
Nov 21	Thanks-giving break	
Nov 28	Career counseling II	Text, Chapters 22 and 23 <b>Informational interview/proposal due</b>
Dec 5	Course summary	
Dec 12	No class in the exam week	
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Career  
Counseling  
and  
Interventions

### 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/](http://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***.