CPSY 424: Career Development and Counseling  
Fall 2019  
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: Note: Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed. The evaluation is completely anonymous and will not impact a student’s grade. The addendum to this syllabus (see last page) explains more about the Smart 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 (no need to exhaust theories)
- 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 at least two 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 grade will depend on the adequacy (content coverage), accuracy (validity of points), organization (writing clarity and
cohesion), and particularly critical thinking (deep self-analysis and application of theories) of the paper. 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. Your paper will be evaluated in terms of adequacy (content coverage), accuracy (validity of points), organization (writing clarity and cohesion), and particularly critical thinking (depth and salience of self-reflection and/or thoughts).

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**

[http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:01LUC_ALMA51138848800002506](http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:01LUC_ALMA51138848800002506)


**Supplemented Readings:**


[https://doi.org/10.1016/j.jvb.2011.10.007](https://doi.org/10.1016/j.jvb.2011.10.007)


[https://doi.org/10.1037/14438-000](https://doi.org/10.1037/14438-000)


[https://doi.org/10.1037/0022-0167.49.2.148](https://doi.org/10.1037/0022-0167.49.2.148)


**Recommended Readings:**

**Holland’s hexagon model**


**Minnesota theory of work adjustment**


**Super’s life-span and life-space model**


**Gottfredson’s circumscription and compromise**


**Social cognitive career theory**

**Diversity in career development**


**Career counseling**


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

<table>
<thead>
<tr>
<th>Section/topic</th>
<th>Class</th>
<th>Content</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Aug 28</td>
<td>Introduction to course</td>
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<tr>
<td>Sep 4</td>
<td>Minnesota Theory of Work Adjustment</td>
<td><strong>Self-assessment due</strong></td>
<td>Text, Chapters 2 and 3</td>
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<td>Holland's RIASEC theory</td>
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<td>Sep 11</td>
<td>Super’s life span and life space</td>
<td>Text, Chapters 4</td>
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<td></td>
<td>Gottfredson’s circumscription and compromise</td>
<td>Gottfredson (2005)</td>
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<td>Sep 18</td>
<td>Social Cognitive Career Theory</td>
<td>Text, Chapters 5</td>
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<td>Major theories</td>
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<td>Development of Self-efficacy, Interest, and Value</td>
<td>Tracy (2002)</td>
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<td>Jin &amp; Rounds (2012)</td>
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<td>Xu &amp; Tracey (2016)</td>
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<td>Sep 25</td>
<td>Krumboltz's Happenstance Theory</td>
<td>Krumboltz (2009)</td>
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<td>Savickas's career construction theory</td>
<td>Text, Chapters 6</td>
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<td>Savickas (2009)</td>
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<td>Oct 2</td>
<td>Evaluate and Summarize Theories</td>
<td>Savickas (2015)</td>
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<td>Oct 9</td>
<td><strong>Midterm exam</strong></td>
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<td>Oct 16</td>
<td>Career assessment: interest, values and abilities</td>
<td>Text, Chapters 14, 15, and 16</td>
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<td>Career assessment: career indecision</td>
<td>Xu &amp; Bhang (in press)</td>
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<td>Occupational Information</td>
<td>Text, Chapters 18</td>
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<td>Oct 23</td>
<td>Group presentation:</td>
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<td>Diversity and individual</td>
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<td>Career counseling for racial/ethnic</td>
<td>Text, Chapters 8</td>
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<tr>
<td>Date</td>
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<td>Oct 30</td>
<td>Group presentation: Relational Influence on Career Development</td>
<td>Text, Chapters 12</td>
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<tr>
<td>Nov 6</td>
<td>Group presentation: Career counseling for LGBTQ</td>
<td>Interview plan/Proposal topic approval due Text, Chapters 10</td>
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<td>Nov 13</td>
<td>Career counseling I</td>
<td>Text, Chapters 19, 20, and 21</td>
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<td>Nov 20</td>
<td>Thanks-giving break</td>
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<td>Nov 27</td>
<td>Career Counseling II</td>
<td>Text, Chapters 22 and 23</td>
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<tr>
<td>Dec 4</td>
<td>Course summary</td>
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<td>Dec 11</td>
<td>No class in the exam week</td>
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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.
Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

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.