

CPSY 424: Career Development & Counseling
Loyola University Chicago
Summer II (2019)
MW 5:00-8:00 PM

Instructor: Louis Formica, Ph.D.

Email: lformica@luc.edu

Office Hours: By appointment

COURSE OBJECTIVES

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.

Therefore, the **specific 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.

3. To develop knowledge of the current career and vocational literature by reading scholarly work and critically evaluating the research.

4. To reflect on one's own career development and life course in order to understand how one's experiences, identities, and affordances have influenced one's own career trajectory.

IDEA Objectives

The course objectives above are the course-specific versions of 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 objectives are broadly labeled as follows: (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 explains more about the IDEA Course Evaluation System.

Conceptual Framework And Conceptual Framework Standards

Social Action Through Education: As a professional counselor and/or psychologist, you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This course is designed to help you consider social action as a critical aspect of your professional work. This course intentionally focuses on the career development of diverse and marginalized individuals and communities/populations, and it considers how identities, privileges, cultural affordances, class, and other factors contribute to a person's career development. More information about the School of Education's conceptual framework is described here: www.luc.edu/education/mission/

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 or disposition for this course is *professionalism* and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

REQUIRED TEXTS

Brown, S. D., & Lent, R. W. (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)

EXPECTATIONS

1. Class attendance is mandatory. Please give advance notice by email if you plan on missing class. Consistently missing class without a reasonable excuse will jeopardize your course grade.
2. Use technology considerately.
3. If you are having difficulties meeting a deadline for an assignment, please speak with me. I want to work with you so that you can be academically successful. Late assignments will be subject to a 10% reduction in points as long as they are turned in no longer than 4 days past the due date. Assignments turned in 4 days after the due date will not be accepted and will receive 0 credit unless an arrangement has been made with me.
4. Do not plagiarize.
5. Respect one another by giving your full attention during presentations and discussions.

COURSE REQUIREMENTS AND EVALUATION

1. Participation. Students are expected to participate across class work, discussions, and presentations. A lack of noticeable involvement may lead to point deductions in this area. Participation is worth 10 points.

2. Critical Reviews of Scholarly Research. 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, summarize each article, and critically evaluate the article. There are many ways to critically evaluate research. For example, you can analyze the methodology of the study, comment on the implications of the study findings, discuss pros and cons of the research, raise questions about the study, and/or suggest future directions or research questions. A minimum of 8 critical reviews is required.

Grades will be assigned on the basis of the number of articles read, summarized, and adequately analyzed. Reviews containing both a brief summary and analytical comments will receive full credit worth 5 points per submission. Reviews containing only a summary will receive half credit (2.5 points). No submission of work will receive 0 credit. Critical reviews are worth 40 points in total.

In order to receive credit for the reviews, 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, and turn in the critical reviews before the beginning of the class. Only one

review 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.

In terms of length and style, please limit each review to one-half, typed page, double-spaced, 12-point font. Submit each review to SAKAI either by typing your response in SAKAI or uploading a word document.

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

3. **Quizzes (4).** There will be a total of four quizzes (see Course Schedule for dates). Quizzes will cover assigned readings and lectures from the previous week. Quizzes will be administered at the beginning of each class, so it is imperative that you arrive to class on time. Quizzes are worth 100 points in total (4 quizzes, 25 points each).

4. **Personal Career Interests and Development Presentation.** This is your opportunity to identify your personal career interests and share with your peers and professor about your career development. First, take the O*NET Interest Profiler at <https://www.mynextmove.org/explore/ip>. The survey takes about 15 minutes or less to complete. Your results will tell you your Holland RIASEC code. In your presentation, share your 3-letter Holland code with the class. Share any of your reactions. Does this code fit for you? Are you surprised by your code?

Second, discuss how you got to this point in your career development. During your presentation, share about as much detail as possible about all of the experiences that occurred to put you at this point in your career and/or possible career path. Discuss critical incidents and viable people. Tell us about your future aspirations. Be prepared to answer any questions from your peers and professor. The presentation should last between 12-15 minutes with peer discussion included. A PowerPoint or Prezi should be prepared. The presentation is worth 50 points in total.

5. **Occupation Paper.** The purpose of this short paper is to gain experience researching occupational-related information and familiarizing yourself with O*NET. You will write a 3-4 page paper (excluding references) that discusses an occupation of your choice. Please describe the job and include information such as the tasks involved, knowledge, skills, and abilities required, interests that align with the profession, the values underlying the profession, and other information that you may share with a client. The paper should be written in APA-style, 12pt font, Times New Roman, and 1 inch margins. Include all references used at the end of the paper. The occupation paper is worth 50 points in total.

6.. **Career Theory and Special Population Presentation.** In groups of 2, you will select a career theory and special population (e.g. disabled, chronic illness, blind, women, minorities, dislocated) and provide the class with information about the theory and career issues for this particular population. This presentation is worth 100 points, however, I reserve the right to award different scores to members of groups based on variability in their participation. Your presentation should address the criteria contained in the outline below. The presentation should last at least 30 minutes with peer discussion included. A PowerPoint or Prezi should be prepared.

Outline for Career Theory and Special Populations Presentation

1. Introduction
2. Role of Career Theory
 - a. Explain selected theory for this population and applicability
 - b. Strengths & limitations of the theory
3. Statistics about population
4. Stereotypes/ misconceptions
5. Relevant definitions, environmental factors, developmental issues
6. Career Issues
 - a. Current research related to target population
 - b. Career issues related to target population
 - c. Career Strategies & Interventions
7. Ask your peers questions about the population/theory of your choice and answer your peers' questions.

The theories below will be covered in class. Your group will select one theory to apply to your population/community of choice. I would like each group to have a focus on a different theory. There may be groups that cover the same theory but focused on a different population, depending on class size.

Minnesota Theory of Work and Adjustment
Holland's Theory of Vocational Choice & Adjustment
The Life-Span, Life-Space Theory of Careers
Social Cognitive Career Theory
Career Construction Theory

METHOD OF ASSESSMENT (GRADING)

Course Requirement/Assignment	POINTS
Participation	10
Critical Reviews	40
Quizzes (4 quizzes, 25 pts each)	100
Occupation Paper	50
Personal Career Interests and Development Presentation	50
Career Theory and Special Population Presentation	100
Total Possible Points	350

GRADING SCALE

100-93 = A, 92-90 = A-, 89-87 = B+, 86-83 = B, 82-80 B-, 79-70 C, 69 and below = F

DISABILITY AND ACCOMMODATIONS

Please let me know if there are specific accommodations needed because of a disability that would assist you in the classroom.

COURSE SCHEDULE

Date	Topics	Assignments Due
Monday, 7/1	Introductions, Course/Syllabus Overview, Historical Foundations	Read Chapter 1
Wednesday, 7/3	Minnesota Theory of Work Adjustment (TWA), Holland's Theory of Vocational Choice and Adjustment	Read Chapters 2-3 *Accepting submissions of critical reviews on SAKAI*
Monday, 7/8	Life-Span, Life-Space Theory of Careers, Social Cognitive Career Theory (SCCT), Exploration of O*NET	Read Chapters 4-5
Wednesday, 7/10	Career Construction Theory and Practice	Read Chapter 6 Quiz 1 Today
Monday, 7/15	Personal Career Interests and Trajectory Presentations	No Readings Personal Career Interests and Trajectory Presentations Today

Wednesday, 7/17	Diversity, Individual Differences, Social Factors in Career Development, Choice, and Adjustment	Read Chapters 7-9 Quiz 2 Today
Monday, 7/22	Diversity, Individual Differences, Social Factors in Career Development, Choice, and Adjustment	Read Chapters 10-13 Decide Groups and Focus of Final Presentation in class
Wednesday, 7/24	Assessment and Occupational Information	Read Chapters 14-16 Quiz 3 Today
Monday, 7/29	Counseling, Developmental, and Preventive Interventions	Read Chapters 19-20 Quiz 4 Today
Wednesday, 7/31	Counseling, Developmental, and Preventive Interventions Theory and Special Population Presentations	Read Chapters 21-23 Group Presentations Today
Monday, 8/5	Theory and Special Population Presentations	No Readings Group Presentations Today
Wednesday, 8/7	Flex-Day (time reserved if any classes are cancelled or if we fall behind)	Occupational Paper Due

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***.