

CPSY 424: CAREER DEVELOPMENT AND COUNSELING  
Summer, 2017

Meghan Roche  
Mroche5@luc.edu

Office Hours  
Monday and Wednesday (3:45-4:45) or by appointment

## **PURPOSES**

This course represents an introduction to career psychology and counseling (areas central to the professional identity of community 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 (d) 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.

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:  
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). In addition, your paper should attend to issues of multiculturalism and social justice suggested by available literature on your occupation of choice. A strong paper will attend to both thoroughly incorporating information from traditional sources of occupational information, as well as thoughtfully discuss contextual considerations.
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* (2<sup>nd</sup>. Ed.). New York: Wiley.

## **TEXT TABLE OF CONTENTS**

1. Understanding and Facilitating Career Development in the 21<sup>st</sup> 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.

The School of Education Conceptual Framework Standards are as follows:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
  
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

### **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 dispositions that students should develop in this class are *Professionalism, Inquiry, and Social Justice*.. 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
Wed., July 5 <sup>th</sup>	<i>ADMINISTRATIVE MATTERS, COURSE OVERVIEW, HISTORICAL FOUNDATIONS</i>  <u>Readings:</u> Text, Chapter 1
Mon., July 10 <sup>th</sup>	<i>THEORIES OF VOCATIONAL BEHAVIOR: TRAIT-FACTOR THEORIES</i>  <u>Readings:</u> Text, Chapters 2 and 3
Wed., July 12 <sup>th</sup>	<i>THEORIES OF VOCATIONAL BEHAVIOR: DEVELOPMENTAL THEORIES</i>  <u>Readings:</u> Text, Chapter 4
Mon., July 17 <sup>th</sup>	<i>THEORIES OF VOCATIONAL BEHAVIOR: SOCIAL COGNITIVE CAREER THEORY</i>  <u>Readings:</u> Text, Chapter 5
Wed., July 14 <sup>th</sup>	<i>RESEARCH ON DIVERSITY AND VOCATIONAL BEHAVIOR and WORK in CONTEXT</i>  <i>MIDTERM EXAM REVIEW</i>  <u>Readings:</u> 7,8,9,10, <b>OR</b> 13 <b>AND</b> Additional readings on Sakai
Mon., July 17 <sup>th</sup>	MIDTERM EXAM
Wed, July 19 <sup>th</sup>	<i>RESEARCH ON PERSONALITY AND VOCATIONAL BEHAVIOR and ASSESSMENT OF WORK PERSONALITY:INTERESTS</i>

**Note: Bring Handout and Text to Class**

Readings: Text, Chapter 11 AND 14

Mon., July 24<sup>th</sup>      *ASSESSMENT OF WORK PERSONALITY: INTERESTS (FINISH)  
and ASSESSMENT OF WORK PERSONALITY: VOCATIONAL  
NEEDS AND ABILITIES*

**Note: Bring Handout and Text to Class**

Readings: Text, Chapters 15, AND 16

Wed., July 26<sup>th</sup>      *SOURCES OF CAREER INFORMATION and CAREER INTERVENTION:  
PROMOTING CAREER DEVELOPMENT OF CHILDREN AND  
ADOLESCENTS*

Readings: Text, Chapters 20 and 12 (pp. 329-341) **and** Chapter 18

Mon., July 31<sup>st</sup>      *CAREER INTERVENTION: COUNSELING FOR CAREER CHOICE AND  
OCCUPATIONAL ENTRY*

Readings: Text, Chapter 21 and pp. 514-516 (World of Work  
Map) and pp. 522-525 (Comprehensive Internet-Based Sources of  
Occupational Information)

Wed., Aug. 2<sup>nd</sup>      *CAREER INTERVENTION: COUNSELING FOR WORK ADJUSTMENT*

Readings: Text, Chapter 22, and pp. 341-350.

**Note: Papers Due**

Mon., Aug. 7<sup>th</sup>      *ONLINE REVIEW FOR FINAL EXAM* (more information to come)

Wed., Aug. 9<sup>th</sup>      *FINAL EXAM 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. 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: <http://www.luc.edu/education/admission/tuition/course-management-fee/>

### **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.