CPSY424: Career Development and Counseling

Summer I, 2020

Required Synchronous Meetings: Tue/Thu 5:00 – 6:00 PM via Zoom

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Jsuh2@luc.edu (best contact method)
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). Through this course, students will (1) gain a thorough knowledge of major theories of career development, choice, adjustment and the research derived from them, and (2) learn to apply relevant theory and research in working with clients on career development. 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 and 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 and skills in vocational psychology to career counseling.

COURSE REQUIREMENT & EVALUATION

There will be comment papers for each class (10%), a midterm exam (30%), an individual presentation (20%), career autobiography (30%), and class participation (10%).

Comment Papers Based on reading materials and uploaded lectures, you will write your BRIEF comment papers and submit them on Sakai by 1:00 pm on Tuesdays and Thursdays so that I can address them during the class meeting starting at 5:00pm (please see our the class schedule). Feel free to include any questions, discussion points, or your personal response to the readings and my lecture slides. For comment papers #1 and #7, I will give you additional prompts (See asterisk below). Main purpose of these comment papers is to enable you to reflect on the readings and lectures, to help me address your questions, and to tailor our discussion and class activity to your needs and reactions. Thus there is NO minimum word limit, and the grading focus will be on the completion of your comments. I will incorporate your questions, discussion points and/or reactions into our class discussions via Zoom.

* Comment #1: In addition to your response to reading materials and the lecture, please include a reflection on your experience of conducting self-assessment using (1) O*Net Interest Profiler
**Comment #7:** In addition to your response to reading materials and lectures, please include your response to one of your classmates’ special population presentation slides.

**Midterm Exam:** The midterm exam will be composed of True/False and multiple-choice questions focused on the content covered in readings and lectures.

**Special Population and Recent Research Presentation** You will select a specific population of your interest (see the text chapters 7-13) and provide the class with a summary of two recent research articles that were published since 2017. Please search for two articles from the career-related journals listed below, summarize them in a Power Point presentation and upload them on Sakai. Your slides will include each study’s (1) research question (2) answer to the question (study results) (3) implication for research/practice, and (4) your evaluation of the study. The maximum limit is 8 slides excluding references and a title page. I will be happy to work with you to search for the relevant research articles if you need help. Uploading slides on Sakai will be considered as a presentation, as there will be no verbal presentations during required meetings. Your presentation will be graded based on adequacy and critical thinking.

*Career-related journals (ordered according to impact factor)*
  - Journal of Counseling Psychology
  - Journal of Vocational Behavior
  - Journal of Career Assessment
  - Journal of Career Development

**Career Autobiography** You will have an opportunity to conceptualize your own career development by applying one of the theories learned in class and utilizing your O*Net career assessment results. Specifically, you will discuss (1) how you got to this point in your career development, comprising critical incidents and viable people that put you at this point in your career, (2) how your career development can be explained by utilizing one of the career theories you will learn in class, (3) how your self-assessment results of O*Net Interest Profiler and Work Value Profiler align or misalign with your career path, and (4) integrate the previous three sections and conclude with your career goals and plans for the future informed by the reflection and information. The paper should be written in APA-style (double-space, 12pt font, Times New Roman, and 1inch margins). Your paper will be graded based on (1) adequacy, (2) accuracy, (3) organization, and (4) critical thinking.

**Participation**
During the required meetings, I will highlight key points of the lectures, answer to questions, and hold discussions and/or small group activities. Each discussion topic will be created based on the comment papers you will submit prior to each meeting. I expect your active participation.

**Grading Scale**
Final course grades will be assigned on the following basis:

- 90.0-100% = A
- 87.0-89.99% = B+
- 80.0-86.99% = B
77.0-79.99% = C+
70.0-76.99% = C
60.0-69.99% = D
<60% = F

EXPECTATIONS FOR STUDENTS

1. Students are expected to have read all materials and viewed uploaded online lectures as scheduled before each online meeting via Zoom.
2. Attendance in online meetings (Tue/Thu 5:00 – 6:00PM) is mandatory. Please give me advance notice by email if you have to miss a class due to emergency.
3. Use technology considerately, especially during required meetings via Zoom.
4. If you have difficulty meeting a deadline, please speak with me in advance. I want to work with you so that you can be academically successful.
   *Late assignments will be subject to a 10% reduction in points if they are turned in no later than 4 days past the due date. Assignments turned in more than 4 days after the due date will not be accepted and will receive 0 credit unless a special arrangement has been made with me.
5. Commit to academic integrity.

EXPECTATIONS FOR THE INSTRUCTOR

1. I will upload lecture slides a week prior to the required meeting as scheduled below.
2. I will answer to your questions and incorporate your responses and discussion points during required meetings via Zoom.
3. I will provide timely and detailed feedback to your presentation and final paper.
4. I will work with you and provide support to maximize your learning and academic success. Please reach out to me if you need any assistance.
5. I will respond to your email in 24 hours.

COURSE SCHEDULE

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<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Class</th>
<th>Assignment</th>
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<tbody>
<tr>
<td></td>
<td>5/19</td>
<td>Introduction to Course</td>
<td>Ch 1</td>
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<td>Major theories</td>
<td>5/21</td>
<td>Minnesota Theory of Work Adjustment</td>
<td>Ch 2, 3 Comment paper #1</td>
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<td>Holland's RIASEC Theory</td>
<td>(include your response to O*Net self-assessments)</td>
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<td>5/26</td>
<td>Super’s Life Span and Life Space Theory</td>
<td>Ch 4 Gottfredson (2005) Comment paper #2</td>
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<td>Gottfredson’s Circumscription and Compromise Theory</td>
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<td>5/28</td>
<td>Social Cognitive Career Theory</td>
<td>Ch 5 Comment paper #3</td>
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<td>6/2</td>
<td>Krumboltz's Happenstance Theory</td>
<td>Ch 6 Krumboltz (2009) Comment paper #4</td>
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<td>Savickas's Career Construction Theory</td>
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<td>6/4 (Th)</td>
<td>Midterm Exam</td>
<td>Ch 7, 8, 10 Comment paper #5</td>
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<td>6/9 (Tu)</td>
<td>Diversity and individual difference</td>
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<td>6/11 (Th)</td>
<td>Career counseling for racial/ethnic minorities</td>
<td>Ch 9, 12, 13 Comment paper #6</td>
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<td>Career counseling for women</td>
<td>Special population presentation</td>
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<td>Career counseling for LGBTQ</td>
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<td>6/16 (Tu)</td>
<td>Career assessment</td>
<td>Ch 14, 15 Comment paper #7</td>
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<td>Career Assessment: interests and values</td>
<td>(include your response to one of</td>
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<td>classmates’ presentation)</td>
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<td>6/18 (Th)</td>
<td>Career assessment: abilities, career indecision, and occupation information</td>
<td>Ch 16</td>
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<td>Xu &amp; Tracey (2017) Comment paper #8</td>
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<td>6/23 (Tu)</td>
<td>Career counseling and interventions</td>
<td>Ch 19, 20, 22 Comment paper #9</td>
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<td>Career Counseling: Intervention Techniques</td>
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<td>6/25 (Th)</td>
<td>Flex-Day (time reserved if any classes are cancelled or if we fall behind)</td>
<td>Final paper due</td>
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**REQUIRED TEXT & READING**


* Please note: this syllabus is subject to change if necessary.
STUDENT SUPPORT

Special Circumstances—Receiving Assistance
Students are urged to contact me if they have questions concerning course materials and procedures. If you have any special circumstance that impact your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester, preferably the first week, so that arrangements can be made with the Student Accessibility Center.

Links to Resources

- **ITS HelpDesk**
  - Email: helpdesk@luc.edu
  - Phone: 773-508-4487
- **Library**
  - Subject Specialists
- **Student Accessibility Center**
- **Writing Center**
- **Ethics Hotline**
  - Phone: 855.603.6988
- **Center for Tutoring and Academic Excellence**
- **Loyola Bookstore**
- **Financial Aid**

Technology Considerations
A webcam and microphone will be needed to participate in synchronous meetings via Zoom.

Technology Privacy and Support Information
For help with technical issues or problems with Sakai, contact the ITS HelpDesk at helpdesk@luc.edu or 773-508-4487.

Technology Statement
In this class software will be used to record live class discussions if necessary. As a student in this class, your participation in live class discussions will be recorded in that case. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:
Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.
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

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

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/

Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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*. 