CPSY 424: CAREER DEVELOPMENT & COUNSELING
Instructor: Erica Pinney, M.Ed.
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- I will respond within 2 business days, if not faster
Office Hours: Available by appointment

TA: Huaying Li
Email: hli10@luc.edu

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer – 2021 Return

RETURN to CAMPUS Checklist

RETURN to CAMPUS Guidance

Required Personal Safety Practices

COVID-19 Testing and Reporting Protocol

COVID-19 Campus Updates
INTRODUCTION AND 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 necessitates 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 available through the School of Education focus on the first instructional area.

This course is designed as an asynchronous online seminar, which means that completing required readings and reviewing lectures is central to students’ ability to meaningfully take in, reflect on, and discuss the course material with others. Students are expected to make consistent use of online resources, including the class portal on Sakai in order to participate in weekly discussions, submit assignments, and to receive feedback from the instructor.

The major of objectives of the course are as follows:

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) the influence 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
   d) how to integrate these knowledge bases to promote optimal career development, choices, and adjustment of diverse clients.

2. To learn to apply knowledge and skills in vocational psychology to career counseling.

COURSE TEXTS & REQUIRED READINGS

**available online through Library


ASSIGNMENTS

1. Weekly Readings & Lectures/Student Participation: Each week, you will have a number of assigned readings to complete in order to prepare for the class discussion. As an addendum to these readings, the instructor will make available summary slides and recorded lectures within the Sakai portal. It is your responsibility to complete all required readings and to review the presented material.

2. Introductory Video (5pts): At the start of the course, you will be asked to record and post a video (5 minutes or less) to introduce yourself to the rest of the class. Please include your name, your program of study, and your year in the program. Briefly discuss what you hope to gain from this class and any specific topics within the discipline of career development and counseling that you are particularly interested in or passionate to explore.

3. Weekly Discussion Posts (10 points per week for a total of 40 points): Beginning the second week of class, the instructor or TA will post 1-2 case scenarios for you to reflect on and respond with how you would approach your work with this client/presenting issue, utilizing at least 1 of that week’s readings. You are also encouraged to critique the theory and/or integrate multiple approaches. You will be required to respond to at least ONE scenario per week (250-500 words). Additionally, you are to respond to at least TWO of your fellow students’ comments. Your responses (250-500 words) should incorporate and reflect your thoughts/understanding of the week’s topics. Be sure to include relevant citations (chapter and page) or outside readings with citations where appropriate. All original discussion posts are due on Friday at 5 pm, each week, and responses are due by Sunday, 5pm.

4. Midterm Exam (25 points): The midterm exam will be comprised of a series of True/False, multiple choice, compare/contrast, and short answer questions. The exam will be administered through Sakai, and you will have 2.5 hours to complete it.

5. Special Population & Recent Research Presentation (10 points): In lieu of case scenario discussion post during the week of July 27th, you will select a specific population of your interest (feel free to use Ch. 7-13 as inspiration, but you can also think outside of this or intersectional) and provide the class with a summary of two recent career related research articles that were published since 2017. Please search for two articles from the career-related journals listed below, summarize them in a PowerPoint presentation and upload them on Sakai. Your slides will include each study’s: (1) research question and brief literature review, (2) methods, (3) results, (4) implications for research/practice, and (5) your evaluation of the study.
Career-related journals (ordered according to impact factor):
Journal of Counseling Psychology
Journal of Vocational Behavior
Journal of Career Assessment
Journal of Career Development

Your post on Sakai will be due by Friday July 31st. You will also be responsible for responding to TWO of our classmate’s presentations by Sunday 8/2.

6. Career Autobiography (20 points): In lieu of a final exam, you will submit at 6-8 page, double-spaced, APA-style, self-reflection paper focused on conceptualizing your own career development process. The paper should include the following sections:
   a) An introduction to yourself and your career development process to-date, including an overview of major milestones, critical incidents, and important persons that aided you along the way
   b) A conceptualization of your career development process through the lens of one major career development theory (e.g., SCCT; Life-Span, Life-Space, etc.).
   c) A consideration of how your age, gender, race/ethnicity, social class, sexual orientation, ability status, primary language, and other held identities influence(d) your career development process and outcome to-date.
   d) A summary of your O*NET Interest Profiler and your Interests and Values Inventory results, as well as a review of how these align or misalign with your chosen career path.
      a. O*NET links: https://www.onetcenter.org/tools.html
      b. Interests and Values: https://www.vawizard.org/wizard/careersAssess
   e) A reflection on future career goals and plans, as informed by this information, career theory, and/or personal goals

Please be sure to follow the APA style requirements for this reflection (e.g., with reference to including a title page and citing references (you do not need to include an abstract)).

GRADING POLICY
The course grade will be calculated based on successfully completing the above assignments. Note that within the weekly discussion posts, 5 points will be awarded towards answering an original scenario and 5 points will be allocated towards responding to at least two (2) responses posted by others.

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<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-93%</td>
<td>A</td>
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<tr>
<td>92-90%</td>
<td>A-</td>
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<td>89-87%</td>
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<td>86-83%</td>
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<td>D</td>
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Late assignments will not be accepted without previous written permission from the instructor. If you anticipate needing an extension, please contact the instructor as soon as you know. Late assignments submitted without an extension will be deducted by 10% for each late day.
ACADEMIC INTEGRITY
Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Below is an excerpt, quoted directly, of the university’s statement on integrity. “The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community: Submitting as one's own:
1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person’s unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.” Read through Loyola’s full statement on Academic Integrity here.

ADDITIONAL COURSE POLICIES

Class Conduct
One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Copyright
Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors’ rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to APA guidelines. Read more about LUC’s copyright resources online.

Intellectual Property
All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the instructor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

Statement of Intent
By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be informed should there be a necessary change to the syllabus.
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 this course. For help with technical issues or problems with Sakai, contact the ITS HelpDesk at helpdesk@luc.edu or 773-508-4487.

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. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

SOE VISION, MISSION, CONCEPTUAL FRAMEWORK

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

**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**

Our 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.

**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
https://www.luc.edu/education/academics/syllabi/
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.
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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>Introduction to Course</td>
<td>July 6</td>
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<td>Review syllabus video Ch.1</td>
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<tr>
<td>Major Theories 1</td>
<td>July 8</td>
<td>Minnesota Theory of Work Adjustment Holland’s RIASEC Theory</td>
<td>Ch 2, 3 Intro video due by 7/12</td>
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<td>Major Theories 2</td>
<td>July 13</td>
<td>Super’s Life Span and Life Space Theory Gottfredson’s Circumscription and Compromise Theory</td>
<td>Ch 4 Gottfredson (2005)</td>
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<td>Major Theories 3</td>
<td>July 15</td>
<td>Social Cognitive Career Theory</td>
<td>Ch 5</td>
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<td>Major Theories 4</td>
<td>July 20</td>
<td>Krumboltz’s Happenstance Theory Savicka’s Career Construction Theory</td>
<td>Ch. 6 Krumbholtz (2009)</td>
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<td>Major Theories 5</td>
<td>July 22</td>
<td>Psychology of Working Theory</td>
<td>Duffy et al. (2016) Midterm due by 7/24</td>
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<td>Diversity and Individual Difference</td>
<td>July 27</td>
<td>Career counseling for racial/ethnic minorities Career counseling for women Career counseling for LGBTQ+</td>
<td>Ch 7,8,10</td>
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<td>Diversity and Individual Difference</td>
<td>July 29</td>
<td>Relational influence on career development Career Counseling for people with low SES Career counseling for people with disabilities</td>
<td>Ch 9,12,13 Duffy et al. (2016)</td>
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<td>Career Assessment</td>
<td>August 3</td>
<td>Career Assessment: Interests and Values</td>
<td>Ch 14, 15 Special Population Presentation Due 7/31 -Responses by 8/2</td>
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<td>Career Assessment</td>
<td>August 5</td>
<td>Career Assessment: Abilities and Aptitudes Career Indecision Sources of Information</td>
<td>Ch 16 Xu &amp; Tracey (2017)</td>
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<td>Career Counseling and Interventions</td>
<td>August 10</td>
<td>Career Counseling: intervention techniques</td>
<td>Ch 19, 20, 22</td>
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<td>Flex Day</td>
<td>August 12</td>
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<td>Final Paper Due: 8/11 Final Discussion due: 8/11, Responses due: 8/13</td>
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