CPSY 424: Career Development and Counseling
Summer 2021
Tuesday 8:30 – 9:30 PM (Zoom sessions)
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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 (5%), self-career assessment (5%), group presentation (20%), midterm exam (30%), informational interview/research proposal (30%), and class participation (10%).

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 (open book) will consist of 40 multiple-choice questions focused on the content covered in readings and lectures. Once you start the exam, you have only TWO hours. So it is recommended that you read the textbook before taking the exam. You will only have one chance for the midterm exam and will be able to see the immediate feedback for your answers upon the submission.

**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 in the following guideline. Students will not actually give a presentation to their peers but need to create presentation slides, which will be graded by the instructor. 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, and organization and cohesion of the presentation).

**Guideline for peer teaching.** Each group is expected to present on areas listed below. This guideline has specified 2-4 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
- applicability of major career theories to the chosen topic (no need to exhaust theories)

Presenter 2:
- available career services/interventions derived from the topic
- suggestions for career counseling

Presenter 3 (if any):
- Design career interventions/programs for the chosen topic, including the setting (e.g., school or community), interventions/programs details (e.g., procedure, resources, and goal), and theoretical and scientific foundation.

Presenter 4 (if any):
- A case example, including basic information of the case, career development issue(s), your recommendations as a career counselor

**Group presentation related to diversity and individual difference:**
- Career counseling for racial/ethnic minorities Text, Chapters 8
- Career counseling for women Text, Chapters 7
- Relational Influence on Career Development Text, Chapters 12
- Career counseling for people with low SES Text, Chapters 9
- Career counseling for LGBTQ Text, Chapters 10
- Career counseling for people with disability Text, Chapters 13
**Informational interview/Research proposal.** All papers must be written in APA style. 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:**
All assignments must be submitted via Sakai by 11:00 pm of the indicated due date. Given the tight course schedule in the summer, late papers/projects/posts will NOT be accepted without previous permission of the instructor. If an extension is granted, grades will be lowered by 10% for every day the assignment is late (unless there are extenuating reasons). Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

**Text & Readings**

http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:01LUC_ALMA51138848800002506

**Supplemented Readings:**


**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 database. Those that are unavailable electronically will be posted on Sakai.
# Course Schedule

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<thead>
<tr>
<th>Section/topic</th>
<th>Week</th>
<th>Content</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>5/24-5/28</td>
<td>Introduction to course</td>
<td>Minnesota Theory of Work Adjustment Holland's RIASEC theory</td>
<td><strong>Self-assessment due on 5/28</strong> Text, Chapters 2 and 3</td>
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<td>Major theories</td>
<td>5/31-6/4</td>
<td>Social Cognitive Career Theory</td>
<td>Text, Chapters 4</td>
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<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>6/7-6/11</td>
<td>Evaluate and Summarize Theories</td>
<td>Savickas (2009)</td>
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<td>Savickas (2015)</td>
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<td><strong>Midterm exam due on 6/11</strong></td>
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<td>6/14-6/18</td>
<td>Career assessment: interest, values and abilities</td>
<td>Caree assessment: career indecision</td>
<td>Text, Chapters 14, 15, and 16 Xu &amp; Bhang (2019)</td>
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<td>6/18</td>
<td>Occupational Information</td>
<td>Occupational Information</td>
<td>Text, Chapters 18</td>
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<td>Date Range</td>
<td>Course Title</td>
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<td>6/21-6/25</td>
<td>Career Counseling I</td>
<td>Chapters 19, 20, and 21</td>
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<td>Career Counseling and Interventions</td>
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<td>6/28-7/2</td>
<td>Career Counseling II</td>
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<td>Course summary</td>
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<td><strong>Group Presentation due on 6/25</strong></td>
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<td>Text, Chapters 22 and 23</td>
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<td><strong>Informational interview/Proposal due on 7/2</strong></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.
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 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**

- [https://www.luc.edu/education/academics/syllabi/](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.**

**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.

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.