

PSYCHOLOGY 573
Career Development and Counseling

University Catalog Course Description: Prerequisite: permission of instructor. Major theories of career development; career assessment; and career intervention, emphasizing individual, ethnic and cultural differences. (4 credits)

Contact Information:

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Course Purpose: The purpose of this course is consistent with:

1. The University's commitment to teaching as the means to facilitate learning;
2. The Center for Teaching and Learning's (CTL) mission to train facilitators of learning in a diverse world;
3. The Psychology Department's mission to provide students with the knowledge and skills that derive from the discipline of psychology that are instrumental to effective action in their areas of study;
4. The American Psychological Association's (APA) goal of advancing psychology as a science, as a profession, and as a means of promoting human welfare;
5. The American Counseling Association's (ACA) goal of setting professional and ethical standards for the counseling profession.

Specific learning objectives related to state standards (i.e., Washington Administrative Code) and national standards (i.e., CACREP) are provided at the end of this syllabus packet.

Course Description: This course is designed for graduate students in school counseling, school psychology, mental health counseling and related fields. The course offers students the opportunity to learn about major career development theories, assessment strategies, and interventions in the context of issues of diversity and individual difference. Course activities provide students with the opportunity to synthesize past experiences with the professional literature in career development with the goal of identifying the most important theoretical foundations, assessment techniques, and intervention strategies that will be useful in their initial professional work settings (e.g., schools). Because reflective practice is an important component of the constructivist framework in the Center for Teaching and Learning, students are required to describe and reflect on their own educational and career development, with particular emphasis on career-related beliefs and values.

Course Objectives:

1. To acquaint the students with:
 - a. the history of vocational psychology.
 - b. major theories regarding career choice and adjustment.
 - c. the research literature investigating the efficacy of the major theories regarding career choice and adjustment.
2. To familiarize the student with:
 - a. career assessment techniques, including the assessment of aptitudes, interests, and values.
 - b. computer approaches to career information, assessment, and guidance.
 - c. theoretically based approaches to career counseling and guidance.
 - d. information services and referral resources for use in career counseling and guidance.
 - e. school-based comprehensive developmental guidance and counseling programs.
 - f. issues and strategies related to school-to-work transitions.
 - g. current issues in the practice of career assessment and counseling (i.e., issues of gender, race, culture, socioeconomic status, disability, partnerships, etc.).
3. To introduce the student to:
 - a. professional and ethical issues in the practice of career assessment and counseling.

- b. professional organizations concerned with career assessment, counseling, and guidance and school-to-work transitions.

Required Text:

Niles, S. G., & Harris-Bowlsbey, J. (2002). *Career development interventions in the 21st century*. Upper Saddle River, NJ: Pearson Education.

CoursePack for PSY 573

Recommended Text:

Zunker, V.G., & Osborn, D. S. (2002). *Using assessment results for career development* (6th ed.). Pacific Grove, CA: Thomson.

Course Requirements:

- A. Register for the PSY 573 Blackboard Course site.
- B. Submit all course papers and projects via LiveText (school counseling and school psychology students only)
- C. **Complete Two Exams:**
 - 1. Midterm exam. The midterm exam will be worth 50 points and is composed of both multiple choice and essay questions. The exam is scored noncompetitively.
 - 2. Final exam. The final exam is worth 75 points and will be administered during the university's identified examination period. The final exam is composed of both multiple choice and essay questions and will be scored noncompetitively.
- D. **Completion of Vocational Card Sort Activity:** Administer the Nonsexist Vocational Card Sort to one of your classmates and turn in an audiotaped recording of the card sort administration. If you and your "client" have concerns about confidentiality, you may turn in a written card sort report rather than the audiotape. If you choose the written report, please see me in *advance* for instructions regarding the format for this paper. This assignment is worth 15 points.
- E. **Completion of Career Assessment Instruments** (as assigned in class).
- F. **Completion of a Career Information Brochure:** Your task will be to develop an informational brochure describing the field of career development, your philosophy regarding career development, and the types of career services you believe would be helpful to clients **in your intended work setting**. Please note that school counselor and school psychologist candidates should develop career-related information brochures that are appropriate to their intended school roles. The career information resource activity is worth 20 points; additional guidelines for this activity will be distributed and discussed in class.
- G. **Completion of Personal Career Development Integration Paper:** In this paper, you are to integrate information from your results of the vocational card sort (and any other assessment procedures used in class) with a description of your own personal career development process. A discussion of relevant career development theories as they may be used to understand your own career decision-making and adjustment should also be included in this paper. ***If you object to the personal nature of this assignment, please be aware that you may negotiate with the instructor a mutually-acceptable alternative designed to accomplish the same integration of career theory and assessment data.*** The paper is worth 50 points.
- H. **Completion of Course Project:** The course project is worth 100 points. ***Please select a course project that is most relevant to your intended initial work setting.*** For example, school counselor and school psychologist candidates should select a course project that is applicable to their respective

roles in the P-12 school setting. You may select any *one* of the following options for your course project (more detailed guidelines will be distributed and discussed in class:

1. Design a career decision-making, implementation, and/or adjustment *intervention program*. The final product should include a written description of the program, an outline of the program, as well as a copy of any materials (handouts, etc.) which would be included in the program.
2. Develop a *research proposal* which is designed to address one or more issues related to career decision-making, implementation, and/or adjustment. The final product should include an abstract, an introduction, a brief review of relevant empirical and theoretical literature, and the methodology section.
3. Develop a *career information packet* which provides specific information about either a specific career field, or one or more issues related to implementation or adjustment. The final product is the career information packet. The only portion of the career information packet that will be graded is the original written text that you develop. Photocopies of other source materials, if any, should be included in an appendix.
4. Produce an *instructional videotape* related to career decision-making and/or adjustment, or related to career assessment and counseling. The videotape should serve as *pilot* for a product which could be refined at a later date.
5. Develop a *career game* which relates to issues of career decision-making, implementation, or adjustment. The final product should include both the game, and a set of written instructions for its use.
6. Prepare a detailed review and critique of a career development assessment test or inventory. The final product should include the test review, your informed critique of the test, as well as specific recommendations for ways to improve this approach to assessing the particular career issues which were the focus of the test you selected.

Please note: All course project options require you to complete a written review of relevant empirical and theoretical research related to your project topic and objectives. Additional guidelines for the course project will be distributed in class. Your proposal for the course project is due in class on January 23, 2007.

Course Policies:

1. Whether or not to attend class is *the student's* decision. However, in making such a decision, students may wish to consider the following course information and policies:
2. It is difficult to do well in this course if you do not attend the class on a regular basis. Simply reading the textbook will not review all of the information presented in the course. Much of the information presented in this course will come from material other than the textbook; consequently, it is to your benefit to attend class regularly. You must also study your textbook carefully if you want to perform well on the exams in this course.
3. Make-up exams will ONLY be given if the student has an acceptable reason (i.e., serious illness) for missing the exam. The instructor reserves the right to require written documentation supporting the student's request for a make-up exam.
4. I will only accept late papers **only** if the student provides an acceptable reason (i.e., serious illness) for delaying submission of the paper. If the paper is more than two days late, I will begin deducting points for each additional day the paper is late. For example, if the paper is three days late, the student will have 10% of the points deducted from the content grade on his or her paper; if the paper is four days late, 20% of the points will be deducted from the grade. **If necessary, you may submit your paper electronically (i.e., Blackboard's digital dropbox) in order to meet the due date.**
5. Unless otherwise specified, all written work for this course should be presented in APA style.
6. Please be aware that you will lose 2% of your (assignment) grade for each error in spelling, grammar, or APA style.
7. Students who have special needs or disabilities that may affect their ability to access information or material presented in this course are encouraged to contact me or the ADA Compliance Officer and Director on campus at (509) 963-2171 for additional disability-related educational accommodations.
8. Students who participate in university-related activities (e.g., conference presentations) that will require planned absences from this course must notify me in advance of such absences so that appropriate accommodations may be arranged.
9. Students are expected to familiarize themselves with the University policy regarding plagiarism and other forms of academic dishonesty, as well as the potential consequences for failing to comply with the University policy. **Please note that documented incidences of plagiarism on any assignment or exam in this course will result in a grade of "F" for the course as well as a referral of the matter to the Office of the Vice President for Student Affairs.**
10. If a student believes that a test item or paper was graded incorrectly, she or he must provide a **written** justification, including class materials (i.e., text pages, class notes) to support her or his response. Students are required to submit this written response to me for consideration within one week after receiving their graded test, paper, or project.
11. Finally, **class meetings are intended to be both informative and enjoyable.** Your attendance and participation in class adds to the experience; your questions and/or comments assist all of us in learning more about psychology.

Course Grade:

Your final letter grade in this course is based on the percentage of points you have earned in this course. Grades will be assigned using the following scale:

A	=	94% and above	C	=	74 – 76.95%
A-	=	90 – 93.95%	C-	=	70 – 73.95%
B+	=	87 – 89.95%	D+	=	67 – 69.95%
B	=	84 – 86.95%	D	=	64 – 66.95%
B-	=	80 – 83.95%	D-	=	60 – 63.95%
C+	=	77 – 79.95%	F	=	59% and below

COURSE OUTLINE
Winter, 2007

Date	Day	Topic	Reading Assignment
1/4	R	<ul style="list-style-type: none"> • Course Overview • Introduction to CD in school, higher education and community settings, including historical influences • Ethical and professional issues in CD 	N & H, Ch. 1 N & H, Ch. 14
1/9	T	<ul style="list-style-type: none"> • Career information and resources • Using technology in career counseling and planning 	N & H, Ch. 7 N & H, Ch. 8
1/11	R	<ul style="list-style-type: none"> • Introduction to career development theories • Super's developmental theory • Gottfredson's C & C theory 	N & H, Ch. 2
1/16	T	<ul style="list-style-type: none"> • Holland's typology • Krumboltz's learning theory 	N & H, Ch. 2
1/18	R	<ul style="list-style-type: none"> • Emerging CD theories: Social cognitive career theory • Emerging CD theories: CIP theory • Emerging CD theories: Brown's values-based approach 	N & H, Ch. 3
1/23	T	<ul style="list-style-type: none"> • Sociocultural considerations in career development • Career development of girls and women • Career Information Brochure due <u>in class</u> 	N & H, Ch. 4 Lonborg & Hackett (2005)
1/25	R	<ul style="list-style-type: none"> • Career development of racial and ethnic minorities 	Coursepack
1/30	T	<ul style="list-style-type: none"> • Career development of GLBT students and clients • Career development of persons with disabilities • Course Project Proposals due <u>in class</u> 	Coursepack
2/1	R	<ul style="list-style-type: none"> • Career development of students with disabilities • Summarizing sociocultural considerations in CD 	Coursepack
2/6	T	<ul style="list-style-type: none"> • Midterm Exam 	
2/8	R	<ul style="list-style-type: none"> • Introduction to career counseling strategies and techniques in the 21st century • Introduction to career assessment • Diagnostic taxonomy of adult career concerns 	N & H, Ch. 5 N & H, Ch. 6
2/13	T	<ul style="list-style-type: none"> • The initial career assessment interview • Career assessment: Interests • Card sort activity due <u>in class</u> 	N & H, Ch. 6 Coursepack
2/15	R	<ul style="list-style-type: none"> • Career assessment: Values • Career assessment: Personality 	Coursepack
2/20	T	<ul style="list-style-type: none"> • Career assessment: Abilities, aptitudes, and achievement 	Coursepack
2/22	R	<ul style="list-style-type: none"> • Career assessment: Career beliefs, career maturity, and career decision-making 	Coursepack
2/27	T	<ul style="list-style-type: none"> • Designing, implementing and evaluating CD programs and services • Comprehensive developmental guidance and counseling • Personal CD paper due <u>in class</u> 	N & H, Chs. 9 & 15 N & H, Ch. 10 Coursepack

3/1	R	<ul style="list-style-type: none"> • Career development in the high school • School-to-work transition and transition services 	N & H, Ch. 11 Coursepack
3/6	T	<ul style="list-style-type: none"> • School-to-work transition and transition services • Career development interventions with adults 	Coursepack
3/8	R	<ul style="list-style-type: none"> • Student presentations of course projects • Course summary and evaluation • Course Project due <u>in class</u> 	
3/13	T	Final Exam (6:00 – 8:00 p.m.)	

STUDENT LEARNING OBJECTIVES AND ASSESSMENT METHOD

2001 CACREP Standard	State Standard (WAC)	Course Objective	Assessment Method
K-4		CAREER DEVELOPMENT: Studies that provide an understanding of career development and related life factors, including all of the following:	
K-4a		[Be able to describe] <i>career development theories and decision-making models</i>	<ul style="list-style-type: none"> • Multiple choice and essay test questions • Personal career development paper
K-4b		[Be able to identify] <i>career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems</i>	<ul style="list-style-type: none"> • Multiple choice test questions
K-4c		[Be able to describe] <i>career development program planning, organization, implementation, administration, and evaluation</i>	<ul style="list-style-type: none"> • Multiple choice and essay test questions • Course project
K-4d		[Be able to describe] <i>interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development</i>	<ul style="list-style-type: none"> • Essay test questions • Nonsexist vocational card sort activity • Personal career development paper • Career brochure
K-4e		[Be able to describe] <i>career and educational planning, placement, follow-up and evaluation</i>	<ul style="list-style-type: none"> • Essay test questions
K-4f		[Be able to describe and interpret] <i>assessment instruments and techniques that are relevant to career planning and decision making</i>	<ul style="list-style-type: none"> • Personal career development paper • Nonsexist vocational card sort activity
K-4g		[Be familiar with] <i>technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites</i>	<ul style="list-style-type: none"> • Multiple choice and essay test questions
K-4h		[Be able to describe] <i>career counseling processes, techniques and resources, including those applicable to specific populations</i>	<ul style="list-style-type: none"> • Multiple choice and essay test questions • Nonsexist vocational card sort activity • Course project • Career brochure
K-4i		[Be able to] <i>identify ethical and legal considerations in career assessment and counseling</i>	<ul style="list-style-type: none"> • Multiple choice and essay test questions
K-5		HELPING RELATIONSHIPS: Studies that provide an understanding of counseling and consultation processes, including:	
K-5a		[Be able to describe] <i>counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.</i>	<ul style="list-style-type: none"> • Essay test questions • Nonsexist vocational card sort activity • Course project • Career brochure

2001 CACREP Standard	State Standard (WAC)	Course Objective	Assessment Method
K-7		ASSESSMENT: Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:	
K-7g		[Be able to describe] <i>strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling</i>	<ul style="list-style-type: none"> Multiple choice and essay test questions Personal career development paper
K-7i		[Be able to identify] ethical and legal considerations	<ul style="list-style-type: none"> Multiple choice and essay test questions
	WAC 180-78A-270 (4)	<i>The [school counselor] candidate has acquired and can apply knowledge about:</i>	
	4 (a)	[Be able to describe] <i>human growth and development (studies that provide an understanding of the nature and needs of individuals at all developmental levels)</i>	<ul style="list-style-type: none"> Essay test questions Personal career development paper Career brochure
	4 (e)	[Be able to describe] <i>career and lifestyle development (studies that provide an understanding of career development and related life factors)</i>	<ul style="list-style-type: none"> Essay test questions Personal career development paper Career brochure Course project
	4 (j) ii, iii	[Be able to identify and describe] <i>the coordination of counseling program components as they relate to the total school community, including</i> ii) <i>coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives</i> iii) <i>methods of integration of guidance curriculum in the total school curriculum</i>	<ul style="list-style-type: none"> Multiple choice and essay tests questions Career brochure Course project
	4 (k) i	Theory, knowledge and skills for the practice of school counseling, <i>including program development, implementation and evaluation</i>	
		B. [Be able to describe] <i>the design, implementation, and evaluation of a comprehensive, developmental school program</i>	<ul style="list-style-type: none"> Essay test questions Course project Career brochure
		C. [Be able to describe] <i>implementation and evaluation of specific strategies designed to meet program goals and objectives</i>	<ul style="list-style-type: none"> Essay test questions Course project
		D. [Be able to identify] <i>use of appropriate technology and information systems</i>	<ul style="list-style-type: none"> Multiple choice test questions Course project
	4 (k) ii	Theory, knowledge and skills for the practice of school counseling, <i>including counseling and guidance.</i>	
		E. [Be able to identify and describe] <i>developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, vocational, and career options)</i>	<ul style="list-style-type: none"> Essay test questions Course project Career brochure

School psychology students should also become familiar career-related content relevant to the following WACs:

	WAC 392-172-045 (4)	Definition of “special education” and other terms. The terms used in this section are defined as follows:	How assessed?
	4 (j)	“Transition services” means a coordinated set of activities for the special education student that:	<ul style="list-style-type: none"> • Multiple choice and essay exam questions • Course project
		i. is designed with an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employed (including supported employment), continuing and adult education, adult services, independent living, or community participation;	
		ii. is based on the individual student’s needs, taking into account the student’s preferences and interests; and	
		iii. includes: A. specially designed instruction; B. related services; C. community experiences; D. the development of employment and other post-school adult living objectives; and E. if appropriate, the acquisition of daily living skills and functional vocational evaluation	
	4 (l)	“Vocational education” means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree	<ul style="list-style-type: none"> • Multiple choice and essay exam questions • Course project
	WAC 392-172-160 (1)	Individual education program. Each student’s individualized education program shall include:	
	1 (h)	For each special education student beginning at age fourteen (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student’s IEP that focuses on the student’s courses of study (such as participation in advanced placement courses or a vocational education program).	<ul style="list-style-type: none"> • Multiple choice and essay exam questions • Course project
	1 (i)	For each student beginning at age sixteen (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages. Consistent with Chapter 28A.193 RCW, transition needs and services do not need to be considered or provided under (h) and (i) of this subsection, if a student’s eligibility for special education services will end because of age before he/she will be eligible to be released from the adult correctional facility based on consideration of his/her sentence and eligibility for early release.	

	WAC 392-172-160 (1)	Individual education program. Each student's individualized education program shall include:	
	1 (j)	If a participating agency, other than the public agency, fails to provide the transition services described in the IEP, the public agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.	<ul style="list-style-type: none"> • Multiple choice and essay exam questions
	1 (k)	Beginning at least one year before a student reaches eighteen, consistent with WAC 392-172-309, the student's individualized education program must include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority.	<ul style="list-style-type: none"> • Multiple choice and essay exam questions
	WAC 392-172-166	Transition services, student participation. The school district or other public agency shall invite a special education student of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of:	
	1 (a)	The student's transition services needs;	<ul style="list-style-type: none"> • Multiple choice and essay exam questions • Course project
	1 (b)	The need transition services for the student; or	
	1 (c)	Both.	
	2	If the student does not attend the IEP meeting, the school district or other public agency shall take other steps to ensure that the student's preferences and interests are considered	
	3	In implementing the requirements of this section, the school district or other public agency shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services	
	4	If an agency invited to send a representative to a meeting does not do so, the school district or other public agency shall take other steps to obtain participation of the other agency in the planning of any transition services.	