

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**COUN 7230-001 Career Development & Vocational Appraisal**

**Summer 2020**

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| **Time:** | Wednesday 4:00 PM – 7:45 PM | **Class Location:** Online |
| **Instructor:** |  Alfredo F. Palacios, PhD LPC NCC | **Email:** afp0020@auburn.edu |

**DESCRIPTION** This course is designed to discuss and explore the interrelationships of lifestyle, workplace and career planning. Students will gain an overview of the principles and practices of career counseling. Techniques for assessment of career aptitudes, interests, values and personality will found skills for fostering career development as a professional helper. Emphasis on career development theories will invite students to self-identify an authentic orientation toward helping

**REQUIRED TEXTS**

Gysbers N.C. (2014) (4th Edition) Career Counseling: Holism, Diversity, and Strengths. Published by American Counseling Association 9781556203336

**REQUIRED ARTICLES (available in files tab on Canvas)**

Grier-Reed, T., & Ganuza, Z. M. (2011). Constructivism and career decision self-efficacy for Asian Americans and African Americans. *Journal of Counseling & Development, 89*, 200-205.

Ohler, D.L., & Levinson, E.M. (2012). Using Holland’s theory in employment counseling: Focus on service occupations. *Journal of Employment Counseling, 49,* 148-159.

Rojewski et al. (2012). Development patterns of occupational aspirations in adolescents with high incident disabilities. *Council for Exceptional Children, 78,* 157-179.

Savickas, M. L. (2011). Constructing careers: Actor, agent, and author. *Journal of Employment Counseling, 48,* 179-181.

**COURSE EXPECTATIONS AND OBJECTIVES**

This graduate course will focus on the study of career development and vocational psychology. Counseling psychologists and professional counselors have accrued a rich and distinguished history of attending to the career development needs of youth and adults in our society. The counseling professions have grown from vocational guidance origins to extend and expand their efforts toward a myriad of missions and areas of service, but vocational psychology remains a distinct and unique identity of professional counselors and counseling psychologists. The tradition of matching persons with jobs has grown in sophistication over the years, thankfully because such a practice has existed for centuries in all kinds of cultures. Using state-of-the- art technologies and psychometrically-sound appraisal instruments, career counselors continue to pursue the complex challenge of helping people meet the challenge of finding rewarding ways to “do what they want to do” in the part of life commonly referred to as “work,” and to find creative ways to blend and balance these pursuits with other primary tasks of life.

**Course Learning Objectives**

Through assigned readings, in-class exercises, and satisfactory performance on the assignments and final examination, students will demonstrate knowledge of:

1. Theories and models of career development, counseling and decision making (CACREP II.F.4.a)
2. Approaches for conceptualizing the interrelationships among and between work, mental well being, relationships and other life roles and factors (CACREP II.F.4.b)
3. Processes for identifying and using career, avocational, educational, occupational and labor marker information resources, technology and information systems (CACPRE II.F.4.c)
4. Approaches for assessing the conditions of the work environment on clients’ life experiences (CACREP II.F.4.d)
5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP II.F.4.e)
6. Strategies for career development program planning, organization, implementation, administration and evaluation (CACREP II.F.4.f)
7. Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (CACREP II.F.4.g)
8. Strategies for facilitating client skill development for career, educational and lifework planning and management (CACREP II.F.4.h)
9. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP II.F.4.i)
10. Ethical and culturally relevant strategies for addressing career development (CACREP II.F.4.j)
11. Models of P-12 comprehensive career development (CACREP V.G.1.c)
12. Use of developmentally appropriate career counseling interventions and assessments (CACREP V.G.3.e)

**Auburn Counselor Education Mission Statement**

The Counselor Education (CED) programs at Auburn University offer high quality graduate education programs for counselors and counselor educators. The program includes Master’s level counseling degrees in [Clinical Mental Health Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-mental-health-counseling-m-ed), [Clinical Rehabilitation Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-rehabilitation-counseling-m-ed-m-s/), and [School Counseling](http://www.education.auburn.edu/graduate-degree-cert/school-counseling-m-ed/). The program also offers a doctoral degree in [Counselor Education](http://www.education.auburn.edu/graduate-degree-cert/counselor-education-ph-d/). The primary mission of the program is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area. To accomplish this mission the program focuses on the development of competencies necessary to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. Students are provided the opportunity to engage in rigorous and challenging educational experiences focused on enhancing their skills and knowledge. Integrated into these experiences is an emphasis on ethical and legal principles, as well as the enhancement of technological competence. Further, the department seeks to foster a culture in which individual creativity, professional identity, and scholarship are reinforced and nurtured. A central foundation of the Counselor Education mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. This mission parallels the diversity and inclusion mission of Auburn University. To meet this goal the program focuses on the development of the skills and knowledge needed to work with individuals from diverse backgrounds and abilities. The program believes that meeting this goal requires students and faculty engage in the application of advocacy and social justice principles as counseling professionals within the program, University, communities and schools.

**ASSIGNMENTS AND INSTRUCTION RATIONALE**

The evaluation and assignments in this course are meant to be dynamic and flexible for all learners (hooks,1994). Research indicates that higher levels of learning occur when students are highly participatory (Grunert, 1997). Through group dialogue and debate student more likely to apply, analyze and evaluate newly-learned constructs (Bloom et al., 1956).

All classroom activities will involve action cognition and emotion, and when they are accompanied by reflection, they often result in knowledge that can be transferred across different settings (Kolb 1984). Class time will primarily be spent in seminar format. This process pronounces the notion that a shared commitment to one another often results in self enhancement and movement toward a liberation from habitual thinking (Beauvior,1949). Your final grade will represent your success on assignments, attendance, and in-class participation.

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| **Course Assignment**  | **Due Date**  | **Points Available**  |
| Class Participation  | Weekly | 200 |
| Assessment Reflection Journals  | 6/12/20, 6/19/20, 6/26/20, 7/3/20 | 100 |
| Career Theory Self-Assessment  | 7/10/20 | 100 |
| Career Conversations | 7/17/20 | 100 |
| **Total** |  | **500** |

**Assessment Reflection Journal**

Students are asked to complete 4 self-assessment instruments found in the syllabus appendix. In response to these assessments students will write a 1-2 page reflection that addresses the following areas

* How accurate do you think the results of this assessment are? What aspects of your results do you think best describe you and what areas are inaccurate?
* Why did you choose this report over others?
* Describe your experience taking this assessment.
* What potential next steps would me helpful following this assessment? How can a professional counselor facilitate these steps? What strategies or counselor interventions would you respond to best as a client?

**Career Theory Self-Assessment**

The purpose of this assignment is to select and apply two career counseling theories to your own career narratives. Compare and contrast the two theories you’ve selected highlighting major differences and similarities. Speak to how these relate to your orientation as a (school) counselor and what aspects of your professional identity are drawn to this. Explanation of how application might vary in cross cultural helping relationship will be included. At least 3 peer reviewed articles will be used to supplement this section.

You will then wield these perspectives to explicate your current career decision-making perspective and career goals. By using the theories’ foundational ideas write on why you chose the career you did (to include previous careers as applicable). The final product should be a thorough application of each theory to yourself as a ‘client’ along with a brief explanation of how these approaches can be applied in your setting (school, clinical, or rehabilitation).

5 Pages (not including title or references) APA format

**Career Conversations**

Students will interview two people about their views, beliefs, and understanding of work in their lives. Both participants must be from different professions from you and from each other. Students will use provided questions (see Appendix 1) to guide the interviews and may adapt these questions and/or devise their own questions. Students will write a 1- 2 page summary of your interviews and then a 2-3 page reflection on what they have learned about the nature of work and its impact on individuals through conducting these interviews.

Be clear to your participants that this is NOT a counseling session but a dialogue. Before recording please mention that this interview will only be used for this assignment and only heard by course professor. Both interviews should be at least 30 minutes (try not to exceed 1 hour). Each interview is to be audio recorded and submitted along with reflection paper. Each Interview should be 15 minutes long and employ remote interview strategies (i.e. Via Zoom or over the phone). Please let me know if you need help finding participants or using remote interview strategies. Please provide all participants with my thank-you letter found in the files tab on canvas.

**WRITING EXPECTATIONS**

Writing assignments need to be typed, double spaced, on 8.5 X 11 paper with 1-inch margins, printed in Times New Roman 12-point font. All citations need to be in APA Style. It is assumed that all students taking this course are familiar with the American Psychological Association(APA) writing guide and APA style. If not, I will help you. The APA Publication Manual contains extensive guidelines on how to write an academic paper and how to cite references.

American Psychological Association (2010). Publication Manual of the American Psychological Association (Sixth Edition). Washington, DC: American Psychological Association.

The following websites may also be helpful:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa>

**Attendance and participation**

Promptness, and active participation are requirements for the course. You are expected to participate in weekly discussion boards by contributing a two paragraph post and responding to two peers and responses to your posts.

**Make Up Policy**

Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins

**Academic Dishonesty**

Plagiarism is representing someone else’s work as your own and is not acceptable. Plagiarism generally will result in course failure. Students are required to comply with the Auburn University’s Policy on Academic Dishonesty.

**Student Accessibility Services**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours an alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Course Contingency**

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**

Students are encouraged to share intellectual views and freely discuss and challenge the principles found in course materials. This course operates under the Auburn University’s student code of conduct. It is important for each person to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of other students and the professor. Diversity means the fair representation of all groups of individuals, the inclusion of diverse perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain a classroom atmosphere that is free from discrimination, harassment, exploitation, or intimidation; however, this is not possible without students also working toward this goal.

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| **Date** | **Topics** | **Readings/Assignments** |
| Week 15/20/20 | Introduction to the course | Course syllabus |
| Week 25/25/20 | Career Counseling: A Life Career Development PerspectiveWays of Understanding Career Behavior and Development: Selected Theories | Gyspers, Heppner & JohnstonChapter 1 & 2Ohler & Levinson (2012) |
| Week 36/1/20 | Empowering Life Choices: Career Counseling in the Contexts of Race and ClassEmpowering Women’s Life Choices: An Examination of Gender and Sexual Orientation | Gyspers, Heppner & JohnstonChapter 3 & 4Grier-Reed (2011) |
| Week 46/8/20 | Empowering Men’s Life Choices: An Examination of Gender and Sexual OrientationFacilitating the Career Development of individuals with Disabilities Through Empowering Career Counseling | Gyspers, Heppner & JohnstonChapter 5 & 6Rojewski (2012)**Assessment Journal Entry 1 (Due 6/12)** |
| Week 56/15/20 | Helping Clients Understand and Respond to Changes in the Workplace and Family Life Opening Phase of the Career Counseling Process: Forming the Working Alliance | Gyspers, Heppner & JohnstonChapter 7 & 8Savickas (2011)**Assessment Journal Entry 2 (Due 6/19)** |
| Week 66/22/20 | Identifying and Analyzing Life Career ThemesLife Career Assessment: and Interview Framework to Help Clients Tell Their Stories  | Gyspers, Heppner & JohnstonChapter 9 & 10**Assessment Journal Entry 3 (Due 6/26)** |
| Week 76/29/20 | Career, Multicultural, Marital, and Military Family Genograms: Helping Clients Tell Their Stories About Their Career-Family Connections Gathering Client Information Using an Occupational Card Sort | Gyspers, Heppner & JohnstonChapter 11 & 12**Assessment Journal Entry 4 (Due 7/3)** |
| Week 87/6/20 | Gathering Client Information Using Selected Standardized Tests and Inventories: An In-Depth ApproachAssessments That Focus on Strengths and Positive Psychology: The Clifton Strengths Finder and INSIGHT Inventory | Gyspers, Heppner & JohnstonChapter 13 & 14**Career Conversations (Due 7/10)** |
| Week 97/13/20 | Understanding and Working with Resistant ClientsUsing Information, Taking Action, and Developing Plans of Action  | Gyspers, Heppner & JohnstonChapter 15 & 16**Career Theory Self-Assessment (Due 7/17)** |
| Week 107/20/20 | Using Social Media in Career Counseling Bringing Closure to Career Counseling | Gyspers, Heppner & JohnstonChapter 17 & 18 |

**Career Conversations: Possible Interview Questions**

* Tell me something about your work experiences, paid or unpaid.
* What aspect of your current job do you enjoy, or not enjoy?
* Are there others who work with you? Tell me something about how you work together.
* What are your relationships with other at work like?
* How do most people you know decide what sort of work they will do?
* Did you (or do you) have a choice about the type of work you do?
* Who influences your “choice”?
* What help, if any, did you get in choosing?
* Do you have a work path you would like to pursue, if you had the choice or the opportunity?
* What supports might (or could have) help you move toward this path?
* What barriers would (or did) prevent you from moving on this path you want/wanted?
* How has your family influenced your work path?
* How does where you live influence the type of work available to you?
* How does your social class influence the type of work available to you?
* How have your values influenced your choices/options?
* How has your religion influenced your choices/options?
* How has your gender influenced your choices/options?
* How has your age influenced your choices/options?
* How has the social-political context influenced your choices/options?
* How has your cultural, ethnic background influenced your choices/options?

***Interest Assessments***

Self-Directed Search (SDS; Holland, 1971, 1985)

Free version: <https://www.truity.com/test/holland-code-career-test>

Strong Interest Inventory (SII; Harmon et al., 1994)

Campbell Interest and Skill Survey (CISS; D. P. Campbell, Hyne, & Nilsen, 1992)

Kuder Occupational Interest Survey (KOIS; Kuder & Zytowski, 1991)

***Value Assessments***

Minnesota Importance Questionnaire (MIQ; Gay et al., 1971; Rounds et al., 1981)

<http://vpr.psych.umn.edu/instruments/miq-minnesota-importance-questionnaire>

Work Importance Profiler (WIP; U.S. Department of Labor, 2000) <https://www.cacareerzone.org/wip/>

Salience Inventory (Nevill & Calvert, 1996)

***Personality Assessments***

Myers-Briggs Type Indicator (MBTI; Myers, McCaulley, Quenk, & Hammer, 1998)

Free version: <http://www.humanmetrics.com/cgi-win/jtypes2.asp>

NEO Personality Inventory (NEO-PI-R; Costa & McCrae, 1992)

16 Personality Factor Questionnaire (16PF; Cattell, 1989)

<https://openpsychometrics.org/tests/16PF.php>

***Strengths Assessments***

Clifton StrengthsFinder

Free version: <https://high5test.com/strengthsfinder-free/>

***Qualitative Assessments***

Career Construction Interview (CCI: Savickas & Hartung, 2012)

My Career Story Workbook (MCS; Hartung, 2012)

<http://www.careerconstructionnetwork.org/uploads/1/1/2/3/112370035/mcs-article.pdf>

***Other Assessments***

Career Maturity Inventory-Form C (Savickas & Porfeli, 2011)

<http://www.vocopher.com/ms/cmic/CMI_C_Master.pdf>

Career Decision Making Self-Efficacy (Betz & Taylor, 1994)

Perceptions of Barriers Scale (POB; McWhirter, Hackett, & Bandalos, 1998)

Perceptions of Educational Barriers measure (PEB; McWhirter, Rasheed, Crothers, 2000)

Career Barriers Inventory (CBO; Swanson, Daniels, & Tokar, 1996)

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| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Explanation of Theories** **Compare Contrast** **Score \_\_/40** | 40% | * Major claim of the paper is stated clearly
* Demonstrates meaningful context for discussion
* Thesis is complex and insightful and consistent throughout
 | * Thesis is defined and sufficiently complex
* Demonstrates meaningful context relevant to argument
* Thesis statement articulated and remains consistent throughout paper
 | * Thesis loosely-defined and articulated
* Demonstrates somewhat meaningful context for argument
* Thesis statement somewhat unclear and inconsistent
 | * Thesis not defined
* Context for argument loosely defined
* Thesis statement unclear and inconsistent throughout paper
 |
| **Self-Assessment** **Score \_\_/30** | 30% | * Best available evidence used to support argument
* Nuances are insightfully explored
* Evidence is used to support authors insight into counseling practice
 | * All claims supported with sufficient evidence
* Elements of analysis sufficient for fair argument
* Sufficient evidence is used in support authors insight into counseling practice
 | * Main ideas are supported with well-chosen evidence
* Some gaps may exist in explanation of how evidence supports author’s thesis.
* Some effort was made to explore subtleties and nuances
 | * Paper lacking relevant evidence
* Analysis is lacking in complexity or author insight
* No effort was made to explore subtleties and nuances in the material
 |
| **Structure and Organization****Score \_\_/15** | 15% | * Ideas discussed early on develop over the course of the paper
* Argument follows clear and logical path toward conclusion
* Writing is clear and concise
 | * Ideas discussed early on develop over the course of the paper
* Argument follows a logical path although confusing at few points
* Writing is sufficiently clear and concise
 | * Ideas discussed often do not relate to overall argument
* authors discussion was confusing at times
* Writing is somewhat clear and concise
 | * Ideas discussed to not relate to thesis
* Authors discussion was confusing and disorganized
* Writing unclear
 |
| **APA Format****Score \_\_/15**  | 15% | * Double-spaced 1” margins
* 12 Times New Roman
* Correct running head Page number
* Correct Title Page

Length sufficient  | * Adheres to APA format but lacks 1-2 elements
 | * Adheres to APA format but lacks more than 2 elements
 | * Does not adhere to APA format
 |
| **CACREP STANDARDS ACHIEVED:** B.1.b; B.1.c; B.1.d; B.2.a; B.2.c; B.2.d; B.2.h; B.2.j; B.3.b; B.3.e; B .3.f |

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| **Description:**Students will interview two people about their views, beliefs, and understanding of work in their lives. Both participants must be from different professions from you and from each other. Students will use provided questions (see Appendix 1) to guide the interviews and may adapt these questions and/or devise their own questions. Students will write a 1- 2 page summary of your interviews and then a 2-3 page reflection on what they have learned about the nature of work and its impact on individuals through conducting these interviews.Be clear to your participants that this is NOT a counseling session but a dialogue. Before recording please mention that this interview will only be used for this assignment and only heard by course professor. Both interviews should be at least 30 minutes (try not to exceed 1 hour). Each interview is to be audio recorded and submitted along with reflection paper. Each Interview should be 15 minutes long and employ remote interview strategies (i.e. Via Zoom or over the phone). Please let me know if you need help finding participants or using remote interview strategies. Please provide all participants with my thank-you letter found in the files tab on canvas.  |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Audio Recorded Interview** **Score \_\_\_** | 25% | * Interview was recorded with clear audio
* Clear consent was given for permission to record.
* Consent included project details and expectations
 | * Interview was recorded with clear audio
* Person interviewed is appropriate for topic
* Clear consent by participant to record
 | * Audio is mostly audible but has sections that are inaudible
* Person interviewed is poor choice for this topic
 | * Poor participant consent
* Person interviewed is not an appropriate choice for this topic
 |
| **Interview Summary****Score \_\_\_** | 25% | * Shows in-depth understanding of topic
* 3-4 underlying concepts presented
* Excellent conceptualization of interview
 | * Shows understanding but lacks depth
* 2 underlying concepts presented
* Acceptable conceptualization of interview
 | * Shows basic understanding of topic
* One underlying concept presented
* Conceptualization skills need work
 | * Shows little understanding of topic
* No underlying concepts presented
* No conceptualization of interview experience
 |
| **Interview reflection****Score \_\_\_** | 25% | * Reflection demonstrates exceptional self-awareness
* Students connects experience to their development as a counselor and course content
 | * Reflection demonstrates acceptable self-awareness
* Students connects experience to their development as a counselor and course content
 | * Reflection demonstrates little self-awareness
* Students minimally connects experience to their development as a counselor and course content
 | * Reflection demonstrates no self-awareness
* Students minimally connects experience to their development as a counselor and course content.
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| **Interview Skills/Facilitation****Score \_\_\_** | 15% | * Conversation facilitated intentionally
* Thorough use of open-ended questions
* Questions designed to draw out information from person interviewed
 | * Conversation mostly facilitated intentionally
* Some open ended questions
* Some questions were designed to draw out information from person interviewed
 | * Little intention in facilitation
* Few questions were open ended
* Few questions were designed to draw out information from person interviewed
 | * Questions are not in logical order
* Questions were not designed to draw out information from person interviewed
 |
| **APA Format****Score \_\_\_\_\_** | 10% | * Double-spaced 1” margins
* 12 Times New Roman
* Correct running head Page number
* Correct Title Page
* Length sufficient to properly explicate with respect to the main content ideas
 | * Adheres to APA format but lacks 1-2 elements
 | * Adheres to APA format but lacks more than 2 elements
 | * Does not adhere to APA format
 |
| **CACREP STANDARDS ACHIEVED:** B.1.b; B.1.c; B.1.d; B.2.a; B.2.c; B.2.d; B.2.h; B.2.j; B.3.b; B.3.e; B .3.f |