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PM 708 Career Counseling

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PM 708 - CAREER COUNSELING

Stuart L. Palmer, Psy.D., instructor

August, 2001

T, W, Thur 8:00am-12:30pm

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This is intended to be a foundational course in career counseling that will equip students with the necessary knowledge and skills for performing such services in varied settings. The course incorporates both theoretical and applied dimensions of career counseling. Though primarily designed for students in the MA Counseling program, the course would be valuable for students in other programs who work with adolescent and other populations.

OBJECTIVES

This course is designed to achieve the following student objectives:

1. To assist students in developing a biblical and theological understanding of career and work as a foundational basis for career counseling.
2. To acquaint students with the major theoretical approaches to career counseling.
3. To provide students with an understanding of career development theories and their relationship to career choice and decision-making.
4. To facilitate the acquisition of career counseling skills and techniques.
5. To expose students to tools used in career counseling-assessment inventories, computer programs, O*Net, DOT manuals and similar materials.

REQUIRED READINGS

Hardy, L. (1990). The fabric of this world: Inquiries into calling, career choice, and the design of human work. Grand Rapids, Mich.: W.B. Eerdmans

Isaacson, L. E. & Brown, D. (2000). Career information, career counseling, and career development, 7th ed., Needham Heights, MA: Allyn and Bacon

REQUIREMENTS

1. Active participation in class sessions.

2. Regular class attendance is an expectation in this course. It is understood that students will sometimes need to be absent because of unforeseen circumstances and emergency situations. Please make all effort to attend class and restrict your absences to the cases mentioned above.
3. Each student will be paired with another student for a career counseling project. Students may also choose an individual from outside the class. Each student will counsel with the assigned partner for at least 5 one-hour sessions. This counseling should focus on some relevant career decision. The process may involve assisting the person with some career decision or reviewing a recent career decision. On completion of the 5 counseling sessions, students should write a minimum 5 page paper on the process. The paper should conform to the following outline:

A. Intake Assessment, Case Conceptualization/Diagnosis and Goals

1. The identified issues and/or problems focused on in the counseling
2. The identified counseling goals
3. The relationship of Christian issues to the career problem and as a means of illuminating it.

B. Process

1. The counselee's career decision-making process.
2. Any assessment procedures used and how they were used.
3. The relationship of career issues to other issues in the counselee's life.
4. The counselor-counselee relationship.
5. Counseling interventions used.

C. Outcomes

1. Discuss outcomes including goals achieved.
2. Discuss how outcomes were related to the interventions.
3. Highlight strengths and weaknesses of the sessions including anything that you might do differently in the future.

D. Theoretical Orientation

Discuss the career development theory or theories that informed the diagnosis, case conceptualization, goals and interventions.

Papers will be strictly graded along these criteria. Students should demonstrate complete coverage of all these areas in a well-written style. Students should write paper according the APA style as outlined in the APA Publication Manual.

4. Students will be expected to visit a career center and become acquainted with the various tools used. As evidence of this visit, students will prepare an extensive list of resources found with a brief description of how these materials are used. There is a Career Center at Asbury College and at UK located at 408 Rose Street. Please note that this is a project that you will need to shepherd yourself so as not to put pressure on personnel at these facilities. For instance, at UK's center, only current UK students and alumni can request a career counselor. However, the location is free for you to browse and use.
5. Students will be expected to complete the Strong Interest Inventory (SII). Those who have recently completed this instrument may use those results. Otherwise the test is available for a cost of \$11.50. This money should be paid to Ms. Glass. Students in the MA Counseling program may also choose to use the results of their 16PF testing completed as part of the admission process as an augment to the SII. Students will use the results of this assessment to write a minimum of a 2 page paper that focuses on the student's self-understanding. Students should discuss the following:

The results of the testing, that is, what did the test say about you in terms of career?

How do the results of the testing fit with your understanding of yourself?
What are some areas of agreement and disagreement? How do you explain any results that do not fit with your previous self-understanding?

What new insights have you gained from the assessment?

What are the implications of the assessment results for your career choice?
How do the results support or not support your current career path? In light of these results, what might you wish to do differently? How do you integrate your career choice with your calling as a Christian?

6. In place of the above assignment, students may complete the following: Using your present career formation and decision, apply one of the career theories (e.g., Roe, Ginzberg, Holland, Super, etc.) to that journey. How does the theory illuminate your present career goal, what are some points of departure, what are some significant areas that the theory does not address and how do you explain these areas?

7. Students will be assigned to different groups to lead a 40-minute class presentation. Presentations will focus on career counseling with five of the following populations:

Career Counseling of Women
 Career Counseling of Men
 Career Development with School-aged populations:
 Elementary
 Middle School Students
 High School Students
 College-aged Students
 Career Development with the Physically Challenged
 Career Development of the Culturally Different
 Mid-life and Career Development
 Adults in Career Transition
 Career counseling with persons who have left the ministry

Students should prepare a detailed handout for distribution to class members. Presentations will be graded on the basis of the quality of information, presentation style, quality of handouts, etc.

8. Students will be expected to complete a mid-term and final exam

EVALUATION

Course grade will be determined in the following manner:

1. Individual career counseling project and report - 20%
Due August 21st
2. Career center visit with detailed resource list with descriptions - 10%
Due August 14th
3. Career assessment write-up - 10%
Due August 24th by 5:00pm in SH # 409
4. Special populations presentation 10%
Due August 22nd
5. Mid-term exam - 20%
August 15th
6. Final exam - 30%
August 23rd

GRADE RANGES

A	93+	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	below 60

PROPOSED COURSE SCHEDULE*

WEEK ONE

August 7th

Orientation and Introduction to Course
 Various Historical Perspectives on vocation, career and work
 Thinking Christianly about Life, Work and Vocational Choice
 Spiritual Gifts and Career Choice

READ: Hardy, L. The Fabric of This World, Chapters 1-3

August 8th

Changing World of Work
 Evolution of Management Theory and Job Design
 Brief History of Theories of Career Development and Career Counseling
 Defining Career Counseling
 Relationship of Career Counseling and Personal Counseling
 Phases of the Career Counseling Process
 Five Critical Tasks for Making and Implementing Career Decisions
 An Eclectic Career Counseling Approach

**READ: Isaacson & Brown (I & B), Chapter(s) 1, 2 (pgs. 17-21), 4
 Hardy, L. The Fabric of This World, Chapter 4
 I & B, Chapter(s) 3, 14**

August 9th

Theories of Career Development Grouped by Critical Task:

Task # 1 and Developmental Theories:

Ginzberg's Developmental Model

Blau and Duncan's Status Attainment Theory

Super's Life-Span, Life-Space Theory

Task # 2 and Cognitive Theories:

Krumboltz's Social Learning Theory

Social-Cognitive Career Theory

Cognitive Information-Processing Model

Task # 3 and Matching Theories:

Parson's Trait-Factor Approach

Holland's Personality Theory

Roe's Early Childhood Theory

Task # 4 and Decision-Making Theories:

Katz's Elimination Model

Tiedeman's Career Decision-Making Model

Gelatt's Decision-Making Model

Task # 5 and Implementation and Adjustment Theories:

Liptak's Leisure Theory of Career Development

Dawis & Lofquist's Theory of Work Adjustment

Hershenson's Model of Work Adjustment

READ: I & B, Chapter 2

WEEK TWO**August 14th**

Self- and World-of-Work Assessment:

Self-Assessment—Qualitative & Quantitative Measures

Video—Genograms

Video—SII

READ: I & B, Chapter 13

August 15th

Mid-term Exam (first hour and fifteen minutes of class)

Self- and World-of-Work Assessment: (cont.)

World-of-Work Assessment

Video—OOH, GOE, DOT, etc.

READ: I & B, Chapter(s) 5, 6, 7, 8

August 16th

Career Decision-Making

Job Search Process

Cover Letter Writing

Resume Writing

READ: I & B, Chapter(s) 16, 17, 18, 19

WEEK THREE**August 21st**

Interviewing Skills

Career Counseling of Varied Populations (based on populations not covered in student presentations)

READ: I & B, Chapter(s) 9-12, 15

August 22nd

Class Presentations on Career Counseling of Varied Populations

Presentations chosen from the following topics and presented in the listed order.

Career Counseling of Women

Career Counseling of Men

Career Development with School-aged populations:

Elementary

Middle School Students

High School Students

College-aged Students

Career Development with the Physically Challenged
 Career Development of the Culturally Different
 Mid-life and Career Development
 Adults in Career Transition
 Career counseling with persons who have left the ministry

August 23rd

Final Exam (Approx. two hours)

***The professor reserves the right to make modifications in the class schedule.**

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