



**Graduate School of Education
Department of Counselor Education**

**COUN 568: CAREER AND LIFESTYLE PLANNING
Spring 2015**

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Course CRN: 66667
Credits: 3
Location: ED 408
Time: Wednesdays, 6:40- 9:20pm

Course Catalog Description

This course examines the theoretical foundation for career choices, factors that influence choices, the role of information, the skills and practices of effective helpers, the exploration/testing/labor market information sources which contribute to the value choices that are made, and related issues and problems. Prerequisite: admission to the program and COUN 541, or permission of instructor. Methods of instruction include lecture, small group work, individual assignments, and whole class discussion.

Disability Access Information

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please register with the Disability Resource Center (DRC) (503-725-4150 or drc@pdx.edu) in order to establish reasonable accommodations. Once you have registered with the DRC, please schedule a time to talk to me so that we can discuss your needs for the term.

Please be aware that the accessible tables and chairs in this room should remain available for students who need to use this furniture.

Graduate School of Education Conceptual Framework

Vision: Preparing professionals to lead life-long learning and development within our diverse communities.

1. Diversity and Inclusiveness - Advocacy for Fairness and Respect.

- 1.1 Candidates work effectively with diverse populations.
- 1.2 Candidates promote inclusive and therapeutic environments.

2. Research based practices and professional standards - Professionalism.

- 2.1 Candidates critically analyze and implement research-based practices.
- 2.2 Candidates demonstrate appropriate professional knowledge, skills, and dispositions.

3. Impact on Learning and Development - Commitment to learning.

- 3.1 Candidates ensure that all learners and clients succeed.
- 3.2 Candidates use technology to enhance learning and development.
- 3.3 Candidates influence policy and provide leadership for organizations.

4. Evidence-informed decision making - Reflection.

- 4.1 Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.

Content Areas

- Historical foundations of career counseling through recent developments in the career counseling field.
- Key concepts, assessment tools, counseling process, and predictions made by established theories and models of career choice, development, and adjustment.
- Tools of assessment used in career counseling.
- Career information sources and techniques
- Career development objectives and appropriate activities for people at different parts of the life-span.
- School-to-work/school-to career programs.
- Career development and vocational assessment issues of racial/ethnic minorities, women and other diverse groups.

Professional Standards

Common CACREP Standards

4. Career Development

- a. Career development theories and decision-making models;
- b. Career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. Career development program planning, organization, implementation, administration, and evaluation;
- d. Interrelationships among and between Work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. Career and educational planning, placement, follow-up, and evaluation;
- f. Assessment instruments and-techniques relevant to career planning and decision making; and
- g. Career counseling processes, techniques; and resources, including those applicable to specific populations in a global economy.

CACREP Clinical Rehabilitation Standards

7. CAREER/VOCATIONAL

M. Knowledge

1. Understands career theory and labor market information for people with disabilities across the lifespan.
2. Knows the importance of career exploration and use of job placement strategies for people with disabilities.
3. Knows the importance of transferable skills and functional assessments in achieving successful employment and retention for people with disabilities.

N. Skills and Practices

2. Demonstrates skill in conducting career exploration and job placement for people with disabilities.
3. Applies transferable skills and functional assessments based on client work history to obtain and maintain successful employment.

TSPC Competencies Addressed In This Course

School counselors are expected to:

- Demonstrate ethical standards and legal framework unique to counseling
- Support school to work transition and career planning
- Assist with curriculum coordination as it relates to guidance activities
- Understand student assessment as it relates to academic, career counseling, and personal/social development;
- Continuing License Competency: Collaborate with colleagues, staff, parents, and the public to enhance the student's performance

Knowledge and Skill Outcomes, Standards, and Assessments

Knowledge & Skill Outcomes	GSE Conceptual Framework	Professional Standard or Program Outcomes	Assessment
Historical foundations of career counseling through recent developments in the career counseling field	2.1, 2.2	4a, M1	Personal Career Assessments & Assessment Reaction Paper Final Exam
Key concepts, assessment tools, counseling process, and predictions made by established theories and models of career choice, development, and adjustment.	2.1, 2.2	4c, 4e	Service Learning: Career Assessment Project Final Exam
Tools of assessment used in career counseling,	2.1	4e, 4f	Personal Career Assessments & Assessment Reaction Paper

including people with disabilities			Final Exam
Career counseling processes, resources, techniques for job search and placement with people with and without disabilities	1.1, 1.2	4b, 4g, M2, M3, N2, N3	Service Learning: Career Assessment Project Final Exam
School-to-work/school-to-career programs.	3.1	4e, M1, M2, M3	Service Learning: Career Assessment Project Final Exam

Methods of Instruction

Lecture, discussion, small group activities, and experiential service learning (in collaboration with Portland Dress For Success Program) will be utilized. Participation is required of all students.

REQUIRED READINGS

Brown, D. (2015). Career information, career counseling, and career development. Upper Saddle River, New Jersey: Pearson Education.

Stein-McCormick, C., Osborn, D. S., Hayden, S. C. W., & Van Hoose, D. (2013). Career development for transitioning veterans. Broken Arrow, OK: National Career Development Association.

Recommended Readings

Angel, D. L., & Harney, E. E. (1997). *No one is unemployable: Creative solutions for overcoming barriers to employment*. Hacienda Heights, CA: WorkNet Publications.

Dunning, Donna. (2001) *What's your type of career? Unlock the secrets of your personality to find your perfect career path*. Palo Alto, CA: Davies-Black.

Strauser, D.R. (Ed). (2014). *Career development, employment, and disability in rehabilitation: From theory to practice*. New York, NY: Springer Publishing Co.

Tieger, Paul D.Barron-Tieger, Barbara. (2007) *Do what you are: Discover the perfect career for you through the secrets of personality type*. New York: Little, Brown and Co.

Supplemental Required: All Students

- Blustein, D. L. (2011). A relational theory of working. *Journal of Vocational Behavior*, 79, 1-17. doi: 10.1016/j.jvb.2010.10.004
- Byars-Winston, A.M. & Fouad, N.A. (2006). Metacognition and multicultural competence: Expanding the culturally appropriated career counseling models. *The Career Development Quarterly* 54, 187-201.
- Datti, P.A. (2009). Applying social learning theory of career decision making to gay, lesbian, bisexual, transgender, and questioning young adults. *The Career Development Quarterly* 58, 54-64.
- Hutchison, B., Stauffer, M. D., & Bloch, D. P. (2012). Using information & technology. In D. Capuzzi & M.D. Stauffer (Eds.). *Career Counseling: Foundations, Perspectives, and Applications*. New York:Routledge.
- Morris, C.A.W., Schoffner, M.F., & Newsome, D.W. (2009). Career counseling for women preparing to leave abusive relationships: A social cognitive career theory approach. *The Career Development Quarterly* 58, 44-53.
- Roessler, R.T., Hennessey, M.L., & Rumrill, P.D. (2007). Strategies for improving career services for postsecondary students with disabilities: Results of a focus group study of key stakeholders. *Career Development for Exceptional Individuals*, 30 (3), 158-170.
- Sacino, M. (2005). "Listen to my story" Identifying patterns and purpose in career counseling. *In transit: The LaGuardia journal of teaching and learning*, 1(1), 42-44.
- Taber, B.J. & Briddick, W.C. (2011). Adlerian-based career counseling in an age of protean careers. *The Journal of Individual Psychology*, 67 (2), 107-121.
- Vondracek, F.W., Ferreira J.A.G., & dos Santos E.J.R. (2010). Vocational behavior and development in times of social change: new perspectives for theory and practice. *International Journal Education and Vocational Guidance* 10, 125-138.

Supplemental Required: School Counseling Students (see Tk20).

- Anctil, T.M., Smith-Klose, C., Schenk, P., & Dahir, C. (2012). Career development perceptions and practices of the professional school counselor. *The Career Development Quarterly*, 60 (2) 109-121.
- Gibson, D. (2008). Career family trees: The use of genograms in career counseling of students in K-12 settings. In G. Eliason & J. Patrick (Eds.), *Career Development in the Schools* (pp. 205-216). Charlotte, NC: Information Age Publishing.
- Career Convergence, National Career Development Association, K-12 Column Archives: http://www.ncda.org/aws/NCDA/pt/sp/career_convergence_k12_articles

National Office of School Counselor Advocacy—Counselor guides and other readings available at this web page: <http://advocacy.collegeboard.org/publications>

Supplemental Required: Rehabilitation Counseling Students (see Tk20)

Lent, R.W., Morrison, M.A., & Ezeofor, I. (2014). The career development of people with disabilities: A social cognitive perspective, in D.R. Strauser (Eds). *Career development, employment, and disability in rehabilitation: From theory to practice*. (pp. 113-124). New York, NY: Springer Publishing Co.

Ritter, E., Strauser, D., O’Sullivan D., Reid, J. Khosravisnar, S. & Cronin T. (2014). Theories of career development and work adjustment in, D.R. Strauser (Eds). *Career development, employment, and disability in rehabilitation: From theory to practice*. (pp. 97-111). New York, NY: Springer Publishing Co.

Career Convergence, National Career Development Association, Archives:
http://www.ncda.org/aws/NCDA/pt/sp/career_convergence

COURSE REQUIREMENTS (Due dates are in class schedule)

Class Participation: You should come to each class session having carefully read all assigned materials and prepared to participate in a variety of class discussions and activities. Attendance and punctuality are expected. If you have a special concern or circumstances such a family emergency should contact me as soon as possible. Behave professionally. To minimize disruptions, please silence or turn off cell phones during class. Do not text message during class.

Personal Career Assessments & Assessment Reaction Paper (10% of grade): During the course, you will be required to complete the following assessments: Strong Interest Inventory, Work Important Locator (on CIS), SKILLS assessment (on CIS) and a career genogram. Completing these assessments is designed to provide you with experience and familiarity in the uses, content, and application of traditional and common career assessment measures. See Assessments Instructions in syllabus.

Using your assessment results, prepare a brief reflection paper (2-3 pages) on your overall reaction to taking the assessments and the results you obtained. Include your understanding of what the results mean or “tell” you in the context of your own career development process and career choice to date (what seems to fit, what doesn’t, what did you find surprising, what did you learn). Also include information on how you can use this information in helping you gain a better understanding of yourself, your career/life plan, and work environments that are most suitable for you.

Service Learning: Career Assessment Project: A three-step project (50% of grade). Our class has partnered with Dress for Success Oregon for a *service learning project*, a method of teaching that combines classroom learning with related service in the community. Students will partner up as co-counselors and will be assigned a volunteer from Dress for Success or the TRIO program. Each pair of students will meet with their assigned volunteer for three face-to-face sessions. Class activities will include

discussions and demonstrations of career counseling procedures and techniques, and thus prepare you well for this assignment. Further details on this project will be provided.

STEP ONE: Find a partner in the class with whom you will become co-career counselors with an assigned volunteer for the remainder of the class. *If you are a first year student, you will find a second or third year student for your partner.* **You will coordinate and attend all meetings with your volunteer and complete the written project together.**

STEP TWO: Complete the career assessment project with your assigned volunteer. Additional skills and examples will be provided in class prior to your work with the volunteer. **In class, we will discuss when initial meetings may commence.**

- Session 1: Initial meeting (consent signature, intake questions)
Volunteer Homework: Strong Interest Inventory and another appropriate assessment(s)
- Session 2: Interpretation of the above assessments (return assessment results to the volunteer, keeping a copy for your report writing)
Volunteer Homework Suggestions: Oregon CIS
- Session 3: Pulling it all together with the volunteer (using What Works activity);
Recommending 3 best possibilities with short and long-term options for work and career.

STEP THREE: Write your Career Counseling Report, following the appropriate guidelines below. Submit to Tk20. **After the project has been graded and the course is completed, shred any personal information you have maintained from your volunteer (including assessments).** **AFTER you have received instructor permission, send a hard copy of the report to the volunteer.**

You will prepare a report discussing the career development of your volunteer. SEE REPORT GUIDELINES & SCORING RUBRIC, HANDED OUT IN CLASS. The aim of this assignment is for you to gain practical skills in the integration of formal and informal vocational assessment information, as well as techniques for delivering this information to individuals. You will be evaluated on your proficiency in understanding and reporting the career assessment results and developing career planning goals with your peer/client; not counseling skills per se. ***Project report must be uploaded to Tk20.***

Final Exam (40% of grade): True or False, multiple choice, and short answer test covering career development theories, assessment, and career counseling models discussed in reading, assignments, and lectures. Approximately 60 questions, Scantron provided.

Grading scale: 94-100% (A); 90-93% (A-); 87-89% (B+); 84-86% (B); 80-83% (B-) . . .

Summary of Course Assignments & Points

<u>Assignment</u>	<u>Percentage</u>
Assessment Reaction Paper	10%
COUN 568	Spring 2015

Career Counseling Project	50%
Final Exam	40%
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	100%

Course Schedule

Date	Topic	Readings & Assignments
April 1	Course Overview/Pre-Test History of Career Counseling The Centrality of Work/Psychology of Working	*Brown: Ch. 1 & 2 Bluestein, 2011 School: Anctil, Smith-Klose, Schenk & Dahir (2012)
April 8	Career Assessment & Tools Strong Interest Inventory Career Information Systems (CIS) Orientation to Using Occupational & Labor Market Information	Bring your completed Strong Assessment Report to class (complete by 5pm to receive report via email before class). <i>O*NET:</i> http://online.onetcenter.org/ Interest Profiler: http://www.mynextmove.org/explore/ip <i>Oregon Labor Market Information System:</i> http://olmis.emp.state.or.us/olmisj/OlmiPortal?zineid=1b *Brown, Ch. 11 Hutchison, Stauffer, & Bloch, 2011
April 15	Selected Trait & Factor & Developmental Theories of Career Work Adjustment/Ecological Theories of Rehabilitation Counseling	*Brown: Ch. 3 & 4 *Rehab: Ritter et al. (2014) Personal Assessment Reaction Paper Due
April 22: Service Learning Project Commences No Class Meeting—work with volunteers begins this week instead of class		

April 29	<p>Learning Theory-Based Socioeconomic, and Decision-Making Theories</p> <p>Contextualism & Chaos Theory</p> <p>Career Style Interview In Class: Tabor & Briddick (2011) & Sacino (2005)</p>	<p>*Brown: Ch. 5 & 6</p> <p>Morris, Schoffner, & Newsome, 2009</p> <p>Datti, 2009</p> <p>*Rehab: Lent, Morrison, & Ezeofor, I. (2014)</p> <p>Rehab: Stein-McCormick, et al., 2013: Ch. 1-3</p> <p>School: Gibson (2008)</p>
May 6	<p>Career Assessments & Using Career Information: Pulling It All Together</p> <p>Ethical Career Development Practice</p>	<p>*Brown, Ch. 2 & 10 & 11</p>
May 13	<p>Populations with Unique Needs</p> <p>Social Class & Career Development</p>	<p>*Brown, Ch. 8 & 9</p> <p>Vondracek, Ferreira, & Santos, 2010</p> <p>Stein-McCormick et al., 2013: Ch. 4-5</p> <p>Byars-Winston & Fouad, 2006</p>
May 20	<p>Job Development & Job Search</p> <p>Labor Market Information</p>	<p>*Brown: Ch. 4 & 5 & 20</p>
May 27	<p>College & Career Readiness</p> <p>Designing & Delivering Career Development Curriculum in K-16</p>	<p>*Brown: Ch. 15 & 16j</p> <p>http://advocacy.collegeboard.org/publications</p> <p>School: Oregon Counseling Brief/in class.</p> <p>http://www.ncda.org/aws/NCDA/pt/sp/career_convergence_k12_articles</p>

June 3	Private Practice, Rehabilitation Applications, School-to-Work/Transition for Students with Disabilities	*Brown, Ch. 17 Rehab: Roessler, Hennessey, & Rumrill, 2007 Scholl & Mooney, 2003 http://www.ncda.org/aws/NCDA/pt/sp/career_convergence Career Counseling Projects Due
June 10	Final Exam (School & Clinical Rehab Versions) Career Counseling Projects Returned; Course Evaluations	

***Expect to see this information on the final exam**

All others not starred = Supplemental readings, GREAT stuff, but not on the exam

Career Assessment Instructions

These will be used at various times in the course, see specific assignments.

1. **Strong Interest Inventory:** Take this assessment online. *The report will be sent to Prof. Anctil, which I will then email to you as a pdf.*

USE THE CORRECT LINK!!

Graduate Student URL: <http://online.cpp.com/en/CPPLandingPage.aspx?projectId=fa7fdcbc-fcfc-4519-a584-012d53aec367>

Volunteer URL: <http://online.cpp.com/en/CPPLandingPage.aspx?projectId=f5d6324a-717a-4236-a6ec-9f950a395e25>

You will be prompted to fill out a demographics page.

- o Provide the requested demographic information.
- Follow all directions to complete your assessment.
- Respond to every item, answering the questions as spontaneously as possible. Don't think about how you "should" answer the question. The right answer is how you most accurately feel about the answer.
- After completing the assessment click **CONTINUE** at the bottom of the page.
- If you have completed everything you have been instructed to take, click **LOGOUT**.
- If for any reason you cannot complete an assessment in its entirety, be sure to click **SAVE & COMPLETE LATER**, so your responses will be saved and can be recovered when you resume.
 - o Write down the User ID number so you can resume and/or take additional assessments using the same User ID.
 - o Click **LOGOUT** and close your browser session
 - To continue the assessment, return to item 1 above and start again, entering your **USER ID** in Step 4 and clicking **RESUME** in Step 5.
 - *The report will be sent to Prof. Anctil, which I will then email to you as a pdf. I have to login to the system and send the reports, which I will do once per day.*

2. **Work Importance Locator.** Take this assessment online, save and print your results.

Go to CIS (<https://oregoncis.uoregon.edu/>).

*Login & Password provided in class and below
Under the Exploration Tab: click on Work Importance Locator
Follow the On-Screen Instructions

3. **SKILLS.** Take this assessment online, save and print your results.

Go to CIS (<https://oregoncis.uoregon.edu/>).

*Login & Password provided in class
Under the Exploration Tab: click on SKILLS
Follow the On-Screen Instructions

4. **Career genogram:** See Brown, pg. 150-151 for a short description of a career genogram. These can be hand drawn or computer generated and should include three generations if possible. Once the genogram is completed with the occupations of each person (including homemaking), the student/client is asked to report: how their relatives felt about their occupations; what values they tried to engender in them; and why they believe each person in the chart influenced them either positively or negatively. This can be completed in a short narrative that is no more than one page; or it can be completed in an interview that is summarized in the written report.

Ethics Note: In your discussions with the volunteer/student, he or she may disclose confidential and personal information. It is your duty to maintain confidentiality and trust in accordance with ethical guidelines for counselors set forth by the ACA and the CRCC.

***CIS Login**

SITE TYPE	USERNAME	PASSWORD
CIS Jr	take2	notes2
HS	take1	notes1
Agency/ Business	take3	notes3

Service Learning: Career Assessment Report Guidelines

Prepare a confidential report discussing the career development of your volunteer from Dress for Success or the TRIO program. The report will not be shared with anyone except the course instructor; however, please use a pseudonym. Review the scoring rubric provided on Tk20.

Project narrative must be uploaded to Tk20; and a folder with all assessments must be submitted in class.

Report Guidelines (4-5 pages, single spaced)

- A. Volunteer Overview/Personal Variables (include as appropriate):** Age, gender, relationship status, children, sexual orientation, ethnocultural heritage, racial identity, SES, disability and functional limitations, languages spoken, history of immigration, family of origin and multigenerational history, recreation/avocations, and special roles, etc.
- B. An overview and application of a career development theory, as applied to this case.**
- C. Qualitative Summary.** Using the results from your interview and/or the Career Genogram tell the person's story in one concise paragraph. Use strength-based language.
- D. Quantitative Analysis (iStartStrong, a personality inventory).** Prepare summary paragraphs that highlight the similarities and key findings from these assessments. You may also choose to discuss discrepancies between the findings. Incorporate any other assessments used from CIS or elsewhere.
- E. Summary Paragraphs:** Write 2-3 paragraphs that synthesize the critical results of A-C. Be sure to include a discussion of personal strengths and weaknesses (or strong likes and strong dislikes) as well as an integration of important contextual variables as they apply to the client.

Suggest up to three career pathways (along with at least 3 job openings for each) that would be appropriate for your client to consider. This should include positions that require little or no training through those that require more training (along the same career path). For example, a groundskeeper through a landscape architect. Include necessary accommodations for each career pathway, in not for specific jobs selected. Include a brief justification of why these careers are well suited for the volunteer.

Use CIS to make training or college major recommendations. Be as specific as possible including where, application information, length of training, costs, etc. Include a brief justification of why these careers are well suited for the volunteer.