



Lifestyles and Career Development
COUN 5720 – 3 credit hours

WEB

Professor: LaShonda B. Fuller, PhD, LPC, SCL
Assistant Professor
Department of Psychology
HWH 219

Phone: 773-995-2196

E-mail: lfulle20@csu.edu

Office Hours: Mon. & Thur/Fri 2:30 – 4:30 pm
(also by appointment)

Required Texts: Zunker, V. G. (2016). *Career counseling: A holistic approach* (9th ed.). Boston, MA: Cengage.

Supplemental reading selected from bibliography made available by the instructor in the syllabus

Course Description: Critical survey of career development theories and principles of vocational choice, relationship between career choice and lifestyle, sources of occupational and educational information, computerized guidance services. Practical application to approach the career decision-making process using career development techniques.

Course Prerequisite: COUN 5600, 5611 or concurrent enrollment. Admission to the master's degree program.

Method of Instruction: This course is 100% online. Through PowerPoint lectures, online discussions, readings, and assignments, students will gain knowledge about career counseling. This course will also use of films and individual presentations through technologically advanced resources as well as the use, scoring, and interpretation of career-related assessment tools to guide the career counseling process. Students will complete two career assessment instruments, administer two career assessment instruments, and interpret the results to provide students with an appreciation, understanding, and mastery of the theoretical and applied concepts of career counseling.

Attendance Policy: Attendance for all courses is mandatory. The structure of this course and the course's importance in your development as a professional school counselor requires your attention and regular participation. Points will be deducted from your final grade if you miss more than one day of class by 3points, for every increment of 30 minutes .5points. Any assignments submitted past the due date will automatically receive half point reduction off of the assignments final score; therefore, make sure the instructor is informed in advance if you are unable to meet deadlines for any reason (including illness or family emergency as well as any technical problems). Students may be dropped from the course if they do not participate in the class for two weeks (starting with the second week of class) following University policy. Please note, it is the student's responsibility to drop this course, if you are unable to meet the requirements

ADA Policy: Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 190 (773) 995-4401. Accommodations may be requested at any time, but they are not retroactive.

Emergency Procedure Request: In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

Conceptual Framework: The College of Education and the Department of Psychology's conceptual framework serves as the model for preparing all candidates to succeed in serving urban populations. This preparation is characterized and distinguished by five core themes. (1) Partnerships with the education community, (2) assessments of teaching and learning that are consistent and frequent, (3) contextualized teaching experiences, (4) technology-integrated curricula and instructional delivery and (5) standards-based teaching and learning.

Department Mission: The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

Use of Technology: Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via Moodle (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU Moodle will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to Moodle and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either Moodle or your email account, contact CTRE as soon as possible. If you do not utilize your university email account, CTRE can assist you in having your messages forwarded to the address of your preference.

Program Objectives met in this Course (*italicized*):

1. *Integrate knowledge of human growth and development into the diagnostic and counseling process.*
2. *Appropriately use counseling assessment, research, and evaluation protocols.*
3. *Use the analysis of the dynamics of the helping relationship in the counseling process.*
4. *Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.*
5. *Effectively respond to professional and ethical issues.*
6. Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.
7. *Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.*
8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

Course Objectives and Assessments/Student Outcome Measures:

CACREP STANDARDS = COUNCIL FOR ACCREDITATION OF COUNSELING CMH = CLINICAL MENTAL HEALTH

COURSE OBJECTIVES	*STANDARDS	ASSESSMENTS/OUTCOME MEASURES
a. theories and models of career development, counseling, and decision making	CACREP = 4a	Written discussion questions, Career Assessment Paper.
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	CACREP = 4b	Career Interview Assignment/Paper.
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	CACREP = 4c	Career Assessment Paper, Written discussion questions.

d. approaches for assessing the conditions of the work environment on clients' life experiences	CACREP = 4d	Written discussion questions, Career Interview Assignment/Paper.
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	CACREP = 4e	Written discussion questions, Career Assessment Paper Career Interview Assignment/Paper.
f. strategies for career development program planning, organization, implementation, administration, and evaluation	CACREP = 4f	Career Assessment Paper.
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	CACREP = 4g	Career Assessment Paper, Written discussion questions.
h. strategies for facilitating client skill development for career, educational, and life-work planning and management	CACREP = 4h	Written discussion questions, Career Interview Assignment/Paper.
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	CACREP = 4i	Written discussion questions, Career Assessment Paper Career Interview Assignment/Paper.
j. ethical and culturally relevant strategies for addressing career development	CACREP = 4j	Career Assessment Paper.
k. use of assessments relevant to academic/educational, career, personal, and social development	CACREP = 7i	Written discussion questions, Career Interview Assignment/Paper.
l. use of developmentally appropriate career counseling interventions and assessments	SC = 3e	Written discussion questions, Career Assessment Paper Career Interview Assignment/Paper.

Professional Standard Sets

Council for Accreditation for Counseling and Related Educational Programs (CACREP) <http://www.cacrep.org>

American School Counseling Association <http://www.schoolcounseling.org>

Tentative Course Calendar:

Pre-Class

Completion of Assessment Instruments

Assignment:

www.humanmetrics.com/cgi-win/JTypes2.asp

<http://www.truity.com/test/holland-code-career-test>

Discussion Board Post #1 Due Wednesday, the first week of class

Week 1 & 2

Overview of Course, History, Review of Assessments

Assignments Due:

Week 1:

Article Readings posted on Moodle

Week 2:

Lectures/Discussion Board Post #2 / Chapter 1

Week 3 & 4:

Ethics

Week 3:

Assessment Interpretation Paper Due/ Chapters 8 & 4

Week 4:

Lectures/Article Reading/Discussion Board Post #3

Weeks 5 & 6:

Theories

Week 5: Article Readings/PowerPoint Intro/Who Is Your Client

Week 6: Discussion Board Post #4 / Chapters 2 & 3

Weeks 7 - 9: **Multicultural Career Counseling**

Week 7: Video/Chapters 9 & 10

Week 8: Lectures /Chapters 11 & 12

Week 9: Discussion Board Post #5 / Chapters 5 & 6

Weeks 10 –13: **Career Planning & Interviewing Process**

Week 10-13: Discussion Board Post #6/Chapters 13 & 14 (*You should be conducting your Career Interviews*)

Week 11: Article Reading

Week 12: Chapters 15 – 17

Week 13: Discussion Board Post #7

Weeks 14 & 15: **Career Information & Resources, Strategies & Techniques**

Week 14: Career Interview Paper Due/Video

Week 15: Discussion Board Post #8 / Chapter 7

COURSE REQUIREMENTS:

1. Discussion Board Posts – You must post a response to each discussion question posted during the assigned weeks (unless specified to do more). In addition, **you must** reply to at least **two of your fellow colleagues’ posts within the same week**, for a minimum **total of 3 postings per discussion questions** on the assigned weeks. You are responsible for posting high quality, graduate-level discussions, which usually involves more active participation than 3 postings. The more you participate, the more you will gain from the course. Online postings for each discussion are due Wednesday by 11:59pm. Responses to other postings are due before or on Sunday of the same week by 11:59pm (CST). Late postings will be deducted in points.

2a. Self Career Exploration – Each student will complete a resemblance of both the Myers Briggs Type Indicator (MBTI) Assessment and Strong Interest Inventory computer assisted exploration guide. Your four letter code for the Jung Typology Online Test can be accessed at: <http://www.humanmetrics.com/cgi-win/JTypes2.asp> and your three letter code for the Holland Code Career Test can be accessed at: <http://www.truity.com/test/holland-code-career-test>

2b. Written Interpretation of Assessments (4-5 pg.) – Paper **should** discuss your own ‘career developmental’ process; **should** compare and contrast both assessment tools and interpret your results from both assessments; **should** address explanatively whether or not the assessments identified and mirrored your career interests and career path(s) and the instrument’s usefulness for career exploration with future clients; and **should** discuss explanatively a career theory that supports your results, career developmental experience, and experience with tools. **Please create headings in your paper for organization. Also, synthesize the information from your results and your personal analysis of your results. DO NOT COPY AND PASTE YOUR RESULTS INTO YOUR PAPER! You will lose points...SYNTHESIZE!**

3. Career Counseling Interview – First Read and use the Kidd (1996) paper: *The Career Counseling Interview* to assist you in formulating your interview strategies....

- a. Select a client (friend, relative, youth, high school student, college student, etc.) to counsel in terms of their career related concerns or behaviors. During the career counseling process, various factors relevant to your client’s career exploration or career pathways (i.e. school, job, work, career, family) should be explored. Also reflect upon the client’s beliefs, attitudes, obstacles, challenges and opportunities as these variables interface with the client’s career path or the lack. Meet with your client at minimum three (3) times.
- b. After your initial ‘Career Counseling Sessions’ with the client, search the internet and select an assessment instrument for their use based upon their Specific Career Related Needs/Concerns. Administer the assessment instrument or provide them the information and have them take the instrument over the internet.
- c. Based upon the results of their assessment along with your career counseling, provide your career counseling intervention along with explaining and interpreting their results.
- d. Incorporate all your instrumentations, interpretations, into your final discussion paper.
 - a. The papers length should be (min) 10 – 14 (max) pgs. You should also include at minimum, 4 Research Journal Articles to support your work with your client. Your paper should be submitted in a folder also containing copies of your research articles.
 - b. Your final paper should include:
 - i. The reason(s) behind the selected instrument you used.
 - ii. The instruments validity and reliability.
 - iii. Your analyses of the results and the prognosis for your client’s future career prospects.
 - iv. An explanation of your client’s variables and demographics.
 - v. A discussion of the ethics involved in Career Counseling in general and in Internet / Cyber counseling specifically (be sure and read chapters 5, 6, 7, 8 and 14 of the text).
 - vi. Explanations related to your use of the Kidd Article.
 - vii. Please use sub-headings for your paper for organization.

Evaluation Criteria: Students are expected to read the weekly assigned readings and the lectures. Class discussions are based on the assigned readings and assignments listed in the syllabus. All students are expected to contribute questions, comments, observations, personal views, and relevant experiences to class and any online discussions scheduled for class. The depth and evidence of familiarity of the readings will be assessed for the class participation grade. Your overall grade for the course is determined by the following criteria.

1.	Discussion Forums	40
2.	Completion of Assessments	10
3.	Assessment Interpretation Paper	20
4.	Career Counseling Interview Paper	<u>30</u>
		100 Total Points

Grading Policy:

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	59 points and below

Style: The group presentation should be written and documented in the style of the American Psychological Association Publication Manual, 6th Ed. A copy of this is available in the reference section of our campus library.

Websites with information about APA style are:

<http://webster.comnet.edu/apa/index.htm>

<http://www.uwsp.edu/psych/apa4b.htm>

<http://www.wooster.edu.psychology/apa-crob.html>

The following website describes the changes in the latest edition (6th) of the Publication Style Manual, which was recently published: <http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Plagiarism and Academic Misconduct: ‘Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures” article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.’ Simply stated, plagiarism is using someone’s work without giving the appropriate credit. This can mean several things. For examples, all of the following are considered plagiarism.

Copying and pasting text from on-line media, such as encyclopedias.

Copying and pasting text from any web site.

Transcribing text from any printed material, such as books, magazines, journals, encyclopedia, and newspapers.

Simply modifying text from any of the sources is plagiarism. For example, replacing a few words, using a thesaurus does not constitute original work.

Using another students’ work and claiming it as your own, even with permission, is academically unethical and is treated as plagiarism.

Anytime you quote, summarize, or paraphrase; you must acknowledge the original source. Even if you summarize or paraphrase, you must acknowledge the original source, if you so not directly credit your sources through a citation you are plagiarizing.

Please refer to this website for more information on plagiarism.

<http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html>

CSU Credit Hour Definition: For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of-class assignments (homework, reports, essays, critical analysis of readings, etc.), which is in addition to studying. Student involvement hours for this course: During off-weeks (where class is not in session) time spent on assignments will approximate between 7 - 15 hrs.

A. *Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty:* Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures

regarding academic misconduct are delineated in “Student Policies and Procedures”, article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.

C. Classroom/Online Civility: Each CSU student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, interrupt class by coming in late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others will be asked to leave the class and may be subjected to disciplinary action under the *Code of Student Rights, Responsibilities and Disciplinary Procedures*.

D. Diversity Statement: Multiculturalism is a prominent component of life; therefore, it is inevitable that cultural differences among the instructor and students are acknowledged and cultural sensitivity is embraced in order to support the learning process we will experience together while applying learned concepts to current and futuristic situations and circumstances.

Bibliography

- Alfred, M. V. (2001). Expanding theories of career development: Adding the voices of African American women in the White academy. *Adult Education Quarterly*, 51, 108-127.
- American Counseling Association (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.
- American Counseling Association (ACA). (2016). *What is counseling?* Retrieved from www.counseling.org/about-us/about-aca
- American Mental Health Counselors Association (ANHCA). (2015). *Code of ethics of the American Mental Health Counselors Association – 2015 revision*. Alexandria, VA: Author.
- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder (5th ed.)*. Arlington, VA: American Psychiatric Publishing.
- Ametrano, I. M. (2014). Teaching ethical decision making : Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-162.
- Arbona, C., & Novy, D. (1991). Career aspirations and expectations of Black, Mexican American, and White students. *Career Development Quarterly*, 39, 231-239.
- *Blustein, D. L., McWhirter, E. H., & Perry, J. C. (2005). An emancipator communication approach to vocational development: Theory, research, and practice. *The Counseling Psychologist*, 33, 141-179.
- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counsellors (2nd ed.)*. Alexandria, VA: American Counseling Association.
- Blustein, D. L. (2004). Moving from the inside out: Further exploration of the family of origin/ career development linkage. *The Counseling Psychologist*, 32, 603-611.
- *Blustein, D. L., Chaves, A. P., Diemer, M. A., Gallagher, L. A., Bhati, K., & Sirin, S. R. (2002). Voices of the forgotten half: The role of social class in the school to work transition. *Journal of Counseling Psychology*, 49 (3), 311-323.
- Brown, R., Brown, S., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45, 79-122.
- Clemens, E. V., & Milson, A. S. (2008). Enlisted service members' transition into civilian world of work: A cognitive information processing approach. *The Career Development Quarterly*, 56, 246-256.
- Constantine, M., Erickson, C. D., Banks, R. W., & Timberlake, T. L. (1998). Challenges to the career development of urban racial and ethnic minority youth: Implications for vocational intervention. *Journal of Multicultural Counseling & Development*, 26 (2), 82-95.
- Daniels, M. J., Thompson, E. S., & Wolf, C. P. (2017). Program evaluation. In C. J. Sheperis, J. S. Young, & M. H. Daniels, (Eds.), *Counseling research: Quantitative, qualitative, and mixed methods* (pp.301-316). Hoboken, NJ: Pearson.
- Daire, A. P., LaMothe, S., & Fuller, D. P. (2007). Differences between black/African American, and white college students regarding influences on high school completion, college attendance, and career choice. *The Career Development Quarterly*, 55, 275-279.
- *Diemer, M. A., & Blustein, D. L. (2006). Critical consciousness and career development among urban youth. *Journal of Vocational Behavior*, 68 (2), 220-232.
- Hayden, J., Cottrell, R., & Green L. (2008). Professional development in retirement: The top rung on the career ladder. *Health Promotion Practices*, 9, 232-236.
- *Helms, J., & Piper, R. (1994). Implications of racial identity theory for vocational psychology. *Journal of Vocational Behavior*, 44, 124-138.
- Hennequin, E. (2007). What “career success” means to blue-collar workers. *Career Development International*, 12, 564-581.
- Kuijpers, M. A. C. T., Schyns, B., & Scheerens, J. (2006). Career competencies for career success. *The Career Development Quarterly*, 55, 168-178.

- Lips-Wireman, M. (2002). The influence of spiritual “meaning making” on career behavior. *The Journal of Management Development, 21*, 497-520.
- McMahon, M. L., & Watson, M. B. (2008). Systemic influences on career development: Assisting clients to tell their career stories. *The Career Development Quarterly, 56*, 280- 288.
- Messersmith, E., Garrett, J., & Davis- Kean, P., Malanchuk, O., & Eccles, J. S. (2008). Career development from adolescence through emerging adulthood. *Journal of Adolescent Research, 23*, 206-227.
- Parmer, T., & Rush, L. C. (2003). The next decade in career counseling: Cocoon maintenance or metamorphosis? *The Career Development Quarterly, 52*, 26-34.
- Pope, M., Barrett, B., Syzmanski, D. M., Chung, Y. B., Singaravelu, H., McLean, R., & Sanabria, S. (2004). Culturally appropriate career counseling with gay and lesbian clients. *Career Development Quarterly, 53*, 158-177.
- Swanson, J. L., & Fouad, N. A. (1999). Applying theories of person-environment fit to the transition from school to work. *Career Development Quarterly, 47*, 337-347.
- *Witherspoon, K. M., & Speight, S. L. (2009). An exploration of African Americans’ interests and self-efficacy beliefs in traditional and nontraditional careers. *Journal of Black Studies, 39*, 888-904.
- Wheeler, A. M., & Bertram, B. (2015). *The counselor and the Law: A guide to legal and ethical practice* (7th ed.). Alexandria, VA: American Counseling Association.

Evidence of critical thinking is also a criterion, which must be demonstrated in each assignment. Critical thinking is a unique type of purpose thinking in which standards involve the careful examination and evaluation of beliefs and actions in order to arrive at well reasoned ones. This purposeful and responsive thinking is guided by intellectual standards of relevance, clarity, depth, and breadth. Critical thinkers routinely ask the following questions:

- ✓ What is the purpose of my thinking here (goal/objective)?
- ✓ What precise question (problem) am I trying to answer?
- ✓ What point of view (perspective) am I thinking?
- ✓ What concepts or ideas are central to my thinking?
- ✓ What am I taking for granted, what assumptions am I making?
- ✓ What information am I using (data, facts, observations)?
- ✓ What conclusions am I coming to?
- ✓ If I accept the conclusions, what are the implications?
- ✓ What would the consequences be if I put my thoughts into action?

For each element, the thinker considers the standards that shed light on the **effectiveness** of their thinking. It is self-assessing (self-critical), and self-improving (self-corrective). The thinker assesses his or her thinking, using appropriate standards. If you are not assessing your thinking, you are not thinking critically.

Many students find it difficult to prepare graduate level papers. Part of the problem is simply a paucity of practice. I strongly urge you to proofread your work and then have it reviewed by an objective individual that has a good command of writing mechanics. Below are a list of some of the most common errors related to grammar, punctuation, and other sentence-level matters. It may be wise to use the items below as a checklist during the preparation of your paper.

1. Missing coma after an introductory element pronoun reference	10. Unnecessary shift in pronoun
2. Missing comma in a compound sentence	11. Sentence fragment
3. Wrong word	12. Wrong tense or verb form
4. Missing comma(s) with a nonrestrictive element	13. Lack of subject-verb agreement
5. Wrong or missing verb ending	14. Missing comma in a series
6. Wrong or missing proposition	15. Lack of agreement between pronoun and antecedent
7. Comma Splice	16. Unnecessary comma(s) with a restrictive element
8. Missing or misplaced possessive apostrophe	17. Fused sentence
9. Unnecessary shift in tense	18. Misplaced or dangling modifier
	19. Its/It's confusion