

CPSY 520 Career Development and Life Style Counseling

Spring 2007 - Section 02

Monday 1:00-4:15 p.m. (3 semester hours)

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Joan's office (voice mail after 4 rings)

Counseling Psychology Department support staff

Counseling Psychology FAX

Joan's webpage

Joan's email

You can communicate confidential matters via my voice mail or e-mail. If you attempt to reach me and I'm not immediately available, please leave a message. Include your phone numbers and the best times to reach you.

Non-urgent minor matters often can be handled through email. Sensitive or complex issues are best discussed in person. Also, please feel free to make an appointment with me early in the term to get better acquainted.

You can make appointments with me through department support staff. Appointments are usually scheduled for 30 minutes. If you'd like more time than that, please make that request to the support staff.

Course Description: Career development theories; career resources; current career trends, concerns, and programs/interventions; career counseling strategies, tools, and resources; the facilitation of life style awareness, choice and action with respect to career-related issues. Emphasis is on developing a broad view of career as life style, and on practical application of theory and information in a professional counseling context.

REQUIRED TEXTS

Anderson, P. & Vandehy, M. (2006). Career Counseling and Development in a Global Economy. Boston: Lahaska Press, Houghton-Mifflin Company.

Peterson, N. & Gonzalez, R. C. (2000). Career Counseling Models for Diverse Populations: Hands-On Applications by Practitioners. Belmont, CA: Wadsworth/Brooks Cole.

COURSE GRADE

- 35% Classwork (Requirement 1, based on your study of materials in requirements 2 & 3)
- 2.5% Summary of your experience with the primary require text
- 2.5% Summary of your experience with the supplemental required text
- 25% Outside learning activity
- 25% Class presentation
- 10% Oral exam

Note: All requirements must be completed satisfactorily in order to pass this course.

MINIMUM COURSE REQUIREMENTS

⊇ Attendance at every class is required, as well as attentiveness, responsiveness, and participation. Prompt arrival at the start of class and prompt return after breaks facilitates learning and group cohesiveness, and is expected.

The classroom atmosphere will be one of respect, where students demonstrate mutual collegiality, the ability to receive supervision, and the ability to give facilitative feedback. Understanding of career-related concepts and additional course content will be reached through a cooperative exchange of ideas, not through a competitive process.

These conditions are necessary to the success of this course, and therefore are a requirement of passing the course. Deficiencies in attendance or in punctuality or in the appropriateness of classroom behavior will impact a student's grade.

The Counseling Psychology Department has recently instituted an official policy regarding class attendance and punctuality. Inadequate compliance with this policy will result in a failing grade in this course. This course falls under those mandates.

⊘ Read the primary required text (Anderson & Vandehy). Study designated chapters prior to class meetings, as per schedule on this syllabus. Please write a reflective 2 page summary or a bulleted 1 page summary of your experience with this text. Submit two weeks before the last class meeting, or before.

⊘ Read the supplemental required text (Peterson & Gonzalez). Read designated chapters prior to class meetings, as per the schedule on this syllabus. Consider the ways these chapters inform, concretize and enhance concepts from both the primary text and class presentations. Please write a reflective 2 page summary or a bulleted 1 page summary of your experience with this text. Submit two weeks before the last class meeting, or before.

⊇ Choose one of the following weekly earning activities.

A. Participate in a study group with other members of this class. Meet weekly for 1 hour. Read designated chapters in both texts prior to meeting with the study group. The group process can vary. The goal is to serve the learning needs of group members. The group will keep a record of meetings for submission to the instructor. The record each week should include: date, starting and ending time of each meeting, brief description of group process, summary of topics covered, main discussion points, insights gained or skills practiced (if any), and signatures of attendees. The group will submit one record for each meeting weekly.

B. Create a strategy, an awareness-building survey or a worksheet, related to topics from designated chapters each week. Implement your activity with a discussion partner from the general population, who is willing to try out your activity and then give you feedback about its clarity and usefulness. It's important to let your discussion partners know at the outset, that you're not counseling them and that you don't want them to share anything that they're not comfortable sharing with you. Your "product" should be free from technical terminology or psychological jargon. You should also create a consent form to use each week, briefly defining the boundaries and content of your time with them, telling them they can stop at any time, and informing them your instructor will read your summary of your activity and your interaction with them. Pay close attention to your partner, verbally and non-verbally. Listen to your partner's perspective about the activity, and consider any modifications you might want to make based on that feedback. Your total time with your partner should be about 30-45 minutes. Summarize what you learn each week about

yourself and others, as well as about career-related topics. Your submission for each week should include: the signed consent form, a description or sample of your creation, a summary of the interaction between your partner and yourself, and what you learned. Your summary should be brief and can be in bullets. NOTE: Use at least 5 different discussion partners throughout the term, and do not use any person more than 4 times. Do not select someone you know to be emotionally fragile. This is not a therapeutic activity or intervention. Submissions to the instructor can be made weekly, or in batches every five weeks.

C. Keep a reflective journal. Explore your thoughts and feelings about each week's material (i.e., chapters from the texts, as well as class presentations), as well as the material's impact on you as a counselor-in-training. The goal is to enhance your understanding of the material and your ability to incorporate the material into your practice as a counselor. Journal at least 1 hour per week. If your handwriting is not easily legible, then you will need to use a word processor. Submit your journal to the instructor periodically throughout the term, or two weeks prior to the end of the course.

€ Make a class presentation on career issues related to a special population. Sign up for one of the topics, and work with team members, if any, to create a unified class presentation, based both on written information and insights gained from interviews and observations in the community. The presentation should be limited to 90 minutes, and include both conceptual understandings about career issues connected with the designated population, suggestions for counseling these populations, and at least one case study illustrating key concepts. The case studies should reflect clients that interns and beginning counselors are likely to work with, rather than exotic or anomalous scenarios. Q & A or other interactions with the class must be incorporated within the 90 minute time framework. You determine the style of your presentation (e.g., traditional, creative, etc.). This is an opportunity to gain expertise in a specific area, to establish contacts in the community, to explore areas of interest, and to gain experience in presenting to colleagues.

1. Career Related Issues & Transitions of Youth
2. Career Related Issues & Transitions of Adults
3. Career Issues Related to Gender, Sexual Orientation & Family
4. Career Issues Related to Diversity Resulting from Race, Ethnicity & Immigration
5. Career Issues Related to Physical/Mental/Emotional Challenges (Congenital & Acquired) & Addictions (Substance & Process)
6. Career Issues Related to Criminality, Incarceration & Parole/Release
7. Career Issues Related to the Impact of War & Terrorism

€ Oral exam

Choose a topic (related to career counseling) that interests you and is not incorporated into this course. Study the topic and prepare to share your understanding and insights in an oral exam. During an exam hour in my office, 4 students will each have 10 minutes to share their new awareness. Presentations will be followed by approximately 15 minutes of group response and discussion.

This experience is an opportunity to expand your professional repertoire and perhaps explore interests that you have not yet made time for. Your preparation should be focused, and your narrative should be organized and clear. At the time of your oral exam, your audience will be friendly. We all (your colleagues and myself) will be interested to hear what you have to say and eager to learn from you. You can bring a 3x5 index card with notes on one side to help you recall your sequence and key points. This is not a time to read a prepared script, so you might find it helpful to practice aloud beforehand. You're also welcome to visit me in my office earlier in the term, to become familiar with the setting and more at ease talking with me ☺ I hope you will ultimately enjoy this oral exam experience and be pleased with your accomplishment.

TENTATIVE COURSE SCHEDULE

<u>Chapters</u>	<u>Class</u>	<u>Date</u>	<u>Topics</u>
1,2, 3 (11)	1	1/8	Overview, Acquaintance, and Basic Concepts
4, 8	2	1/15	Theories of Career Counseling
5, 9	3	1/22	Theories of Career Counseling and Techniques
6 (9)	4	1/29	Career Counseling for the Global Economy
10, 11 (10,13)	5	2/5	Career Assessment and Technology NOTE: MEET AT THE COMPUTER LAB
12, 13, 14 (1,2,3,4,5,6,8)	6	2/12	<u>Career Relevant Transitions of Youth</u> Bullying
15 (20,21,22)	7	2/19	<u>Career Relevant Transitions of Adults</u> Stress in the Workplace and Stress Management
7 (7,12,14,18)	8	2/26	Career Issues Related to Gender, Sexual Orientation & Family Harassment in the Workplace NOTE: MOVE TO THE COMPUTER LAB FOR SECOND HALF
7 (3)	9	3/5	Career Issues Related to Diversity Resulting from Race, Ethnicity & Immigration Violence in the Workplace
(6,16,17)	10	3/12	Career Issues Related to Physical/Mental/Emotional Challenges Congenital & Acquired) & Addictions (Substance & Process) Life Planning Workshop: Part 1
(15)	11	3/19	Career Issues Related to Criminality, Incarceration & Parole/Release Life Planning Workshop: Part 2
(19)	12	4/2	Career Issues Related to the Impact of War & Terrorism The Career Quilt
	13	4/9	Leadership (Guest Presentation by Mike Spandel) Practice for oral exams
	14	4/16	Spirituality and Sustainability Closure Course evaluations

