

Career Development and Life Style Counseling

CPSY 520

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CPSY 520 – Career Counseling

Career development theories; current career trends, concerns, and programs/interventions for diverse client populations; career counseling strategies, tools, and resources (including Web-based resources); facilitation of client awareness, choice, and action with respect to career-related issues; integration of career counseling with mental health and addictions treatment. Emphasis is on developing a broad view of career as lifestyle, the mutual impact of career and cultures, and the practical application of theory and information in a professional counseling context.

Prerequisite: CPSY 503, or 507 and 508

Credit: 3 semester hours

Required Textbooks:

Career Counseling and Development in a Global Economy
Patricia Andersen and Michael Vandehey, 2006

Career Counseling Models for Diverse Populations
Hands-On Applications for Practitioners
Nadene Peterson and Roberto Cortez Gonzalez, 2000

Class Objectives

Create a collaborative and inquiry based learning community that establishes an ethic of diversity awareness and social justice in both the understanding of Career Counseling as well as in the power of its implementation.

Students will be engaged as self-directed learners involved in discovering, learning, discussing, and presenting formal exhibitions of this process as related to the dynamics of Career counseling.

Complete an overview of the multifaceted aspects of Career Counseling as defined by the CACREP standards for Career Counseling including knowledge of career development for individuals, groups, and the wider community.

The class will integrate the use of technology for researching, gaining knowledge and presentation of class assignments as an essential component of Career Counseling

Learning Outcomes and Assignments

To attain a **B+ grade**, students will complete the following:

1. **Self-Profile** of career development aspects including assessments, family messages and career genogram, resume, career research, and short discussion of 3 theories and how they relate to your development to date.
5 page minimum + assessments, skills matrix, research summaries, resume, genogram.
2. Two **Client Profiles** detailing intake information, presenting (and underlying) career issues, career processes and/or assessments, summary, and future directions. Can be same client or two separate clients. Covering 3-4 additional profile areas (see Client Profile Sheet) 1st client profile will be written assignment; 2-3 pages + assessments, if any. 2nd client profile will be verbal presentation.
3. One **Group Counseling Leadership** exercise. Sign up to lead a chapter review by designing/leading group activities or discussion on salient points.
10 – 15 minute duration.
4. Final **Design of Career Program** for community/national level. Power Point suggested. Include specific population to be serviced, integral aspects of your model, and proposed budget. Creativity encouraged! 10 – 15 minute duration.
5. Attendance – 1 approved absence
6. **Active** class participation; completion of all weekly assignments

To obtain an **A- Grade**, students will complete all of the above, plus:

1. Perfect attendance
2. One **Role Playing** Career Counseling, contrasting 2 theorists; 5 - 10 minutes duration.

To obtain an **A Grade**, students will complete all of the above, plus:

1. Contribute verbally in all class sessions with quality as well as quantity contributions
2. Third **Client Profile**. Can be same client or new client.
Covering 5-6 additional profile areas (see Profile sheet) 4-5 pages + assessments, if any.
2. Evaluate **5 Internet Sites** that will be compiled into class resource booklet.
One page double spaced.

Assignments are evaluated on effort, professional quality, completeness, and timeliness.

Late Assignments are accepted with prior approval of instructor.

Attendance

Students missing more than 1 class (3.5 hours) will be given 1 additional assignment at the discretion of the instructor. Students missing more than 2 classes will fail the class. All minimal assignments must be completed, including class work.

Instructional Process: This course will function in a seminar/ collaborative learning format where participants will actively and knowledgeably contribute to the discussions. Most discussions and class activities will take place in groups. After the introductory part of the course of introducing basic concepts about educational research, groups of students will be responsible for leading the class in discussions on research topics. **Students will grade the performance of colleagues** in these student-led discussions.

Professional Integrity: Please be diligent in using proper source citation for all work (APA style) and giving credit when and where due.

Participation: Because this class will function in a seminar and roundtable discussion format and not a lecture class, the **active participation of all students is required**. Participation will be evaluated not only on the quantity of what you say but also on the quality of your contribution to class and group discussions.

Caveat Emptor: As every class has a unique group ethos and experiential base, the Instructor retains the right to make changes to the syllabus, readings, due dates, or assignments as is necessary or appropriate.