

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

Class Objectives

Create a collaborative and inquiry based learning community of engaged as self-directed learners involved in discovering, learning, discussing, and presenting formal exhibitions of the dynamics of career counseling.

Required Textbook:

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

(This text is not required - but it is a great book for those interested in special populations
Career Counseling Models for Diverse Populations N. Peterson and R. Cortez Gonzalez, 2000)

CACREP Objectives addressed in this course:

This course provides an understanding of career development and related life factors, including all of the following (CC: 4):

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic 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 diversity and gender in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques that are relevant to career planning and decision making;
- g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
- h. career counseling processes, techniques, and resources, including those applicable to specific populations;
- i. and ethical and legal considerations.

Learning Outcomes and Assignments

Based upon ever-widening spirals of competency & commitment

Personal Career Development

A). *Self-Profile* of career development aspects including various class assignments: assessments, family messages, career genogram, resume, career research, theories, and how they relate to your development to date. This is a creative and introspective assignment – no minimum or maximum specs.

Career Development for Individuals

A). *Client Profile* detailing intake information, presenting (and underlying) career issues, career processes and/or assessments, summary, and future directions. Verbal presentation to the group. 5 minutes for verbal presentation.

B). *Theorists Respond*. Work in groups and reflect on client profiles as a theorist (change weekly).

Career Counseling Techniques for Groups

A). *Group Leadership*. Sign up to lead chapter review from text by **designing an activity** or stirring discussion on salient points. If paired, both students need to show leadership style. 15 minutes. Bring ½ page evaluation sheet for peer review.

B). *Career Internet Critiques*. **10 in 10**. Work in groups and describe 10 career internet sites in 10 minutes. Cover basic, unique, and fun/quirky sites. We don't need handouts!

Conference on Ideal Career Model for Community/National/Global Levels

A). *Design of Career Program* and present in conference format. Visual aids strongly recommended! Include population to be serviced, uniqueness of your model, proposed budget. Creativity, Passion Encouraged!

Professionalism

A). *Instructional Process*: This course will function in a seminar/ collaborative learning format where participants will actively and knowledgeably contribute to discussions. Students are responsible for leading the class in text discussions and client profiles. Students will grade the performance of colleagues in these student-led discussions. Completion of weekly assignments to be included in Self-Profile or during class discussion.

B). *Attendance*: Mandatory for each class. All assignments must be completed, including class work. *Call or email* before class for excused absence and for assignment of additional work. One additional client profile or full theorist review will be required for ONE excused absence. Two absences fail class.

C). *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.

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

E). *Assignments* are evaluated on effort, professional quality, completeness, and timeliness. **Late assignments** are accepted with prior approval of instructor. Grade may be lowered for late assignments.

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.

Use CPR approach in your work: Creativity Passion Responsibility