

University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 616: Career Theory, Counseling, and Assessment
Fall 2009
October 16-18, 2009
October 30-November 1, 2009
Course Syllabus

Instructor:	Krista Bridgmon, Ph.D.	Class Times:	Fridays: 4:05 -10:00 PM Saturdays: 8:00 AM-5:00 PM: Sundays: 8:00 AM – 4:00 PM
Office:	Off Campus	Email:	Krista.Bridgmon@unco.edu
Phone:	Will provide 1 st day of class	Office Hours:	By Appointment

Prerequisite: None

Course Description:

The course is designed to provide students with the knowledge of career counseling theories, assessments, and methods, introduce the use of career assessment instruments, increase knowledge to work with clients of different ages, races, ethnicities, and gender, and discuss current issues, trends, and ethics in the field of career counseling.

Required Text(s):

Sharf, R.S. (2010). *Applying career development theory to counseling* (5th ed.). Belmont, CA: Wadsworth

Recommended Readings:

Additional readings will be assigned by the instructor.

Knowledge & Skill Outcomes (Objectives):

Upon successful completion of this course students will:

1. Understand career development and related life factors (CACREP II.G.4).
2. Understand career development theories and decision-making models (CACREP II.G.4.a).
3. Understand vocational, educational, occupational and labor market information resources, and career information systems (CACREP II.G.4.b).
4. Understand career development program planning, organization, implementation administration, and evaluation (CACREP II.G.4.c).

5. Understand interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development (CACREP II.G.4.d).
6. Understand career and educational planning, placement, follow-up, and evaluation (CACREP II.G.4.e).
7. Demonstrate an ability to understand and use assessment instruments and techniques relevant to career planning and decision making (CACREP II.G.4.f).
8. Understand career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy (CACREP II.G.4.g).

Course Content:

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Course Requirements/Assignments:

Project 1:

Website List and Description: (20 Points)

Develop a list of Career Development links that would be useful for the population with which you intend to work. Organize the list by categories (e.g., Interest Inventories, Ability/Skill Inventories, Occupations Databases, Job Openings, Occupational Information, General Resources). Examine each of the websites before selecting it for your list. Turn in a list of the websites. Include a brief description (i.e., 2-3 paragraphs) for 8-10 of the websites selected.

Project 2:

Career Autobiography (20 Points)

REPORT THE FOLLOWING INFORMATION IN OUTLINE FORM:

1. Personal Data:

- Age
- Order of birth
- Size of family
- Education and occupation of mother
- Education and occupation of father
- Education and occupation of siblings
- General comments about education and occupation of close relatives
- Other pertinent information

2. Educational Data:

- Years completed -- why?
- Program of study -- why selected?

Describe any other influences contributing to educational decisions

3. Occupational Data:

Chronology of jobs

How were jobs found?

Why were jobs selected?

Reactions to each job

Perceptions of work behavior of others on the job

Perceptions of work behavior of self on the job

Work behavior most valued

How do you feel about your current career situation?

What are your current career plans?

Present the above information in outline form. Then, using this information, discuss the theory (or theories) of career development that seems to be reflected in your various events in your life and provide evidence which supports your interpretation (2-3 pages not including the outline).

Project 3:

Vocational Program Paper (20 Points)

The paper will be a vocational program paper in which you are responsible for designing a vocational program for a specific population. You will identify a population that you are interested in serving (e.g. rural or urban youth, Latino immigrants, teenage mothers, refugee families, Muslim women, adults with disabilities, female survivors of domestic violence, gay and lesbian adolescents etc). The following sections of the paper must be included: (a) descriptive information about the vocational educational concerns, status, problems and issues most relevant to this group, citing appropriate references, (b) outline the theory that is the basis for this prevention/intervention program and how this theory will attend to the vocational/educational concerns, problems, or issues of this group, (c) goals and methods of the program (interventions, activities, structures, assessment instruments if used) and expected outcomes of the program. Include information about how this program is culturally specific to the population that you have chosen. Points will be assigned on the following the criteria:

- The population is clearly defined
- The vocational and educational concerns for this population are described accurately, and appropriately referenced
- A theory is clearly defined (name, major components described accurately, appropriate authors are cited)
- The goals of the program are clear, fit the theory, and are appropriate for the population (i.e. you are not conducting retirement planning for drug abusing middle school students)
- The program methods are consistent with the theory you choose. Additionally, make sure that your methods are justified (use the literature to justify your methods).

- The program methods specifically attend to the unique characteristics of the population you are serving
- The program that you design attends to the vocational and educational concerns that you identified for the population you are targeting
- The paper clearly identifies the expected outcomes of the program (how participants will be different from when they began the program) and outcomes fit with the program methods (e.g. participants will be able to....will have accomplished....will demonstrate the following competencies...)
- This paper will include references to course and outside readings as appropriate
- The paper is organized and includes an introduction, multiple descriptive headings, and a summary/conclusion
- The paper demonstrates attention to grammar, sentence and paragraph structure, and noun/verb agreement
- The paper should range from 6-10 pages in length

Project 4: Presentation (20 points)

Each person will give a 10-20 minute presentation to the class on their vocational program. This presentation will be given to the class as if you are trying to "pitch" this vocational program to a group of people who will decide its fate (e.g. school board, domestic violence shelter executive board, staff at a college career counseling center, etc.). You will explain the components of the program, the rationale underlying the program, and how it will benefit the particular population (use theory and research to make your points). You will have outlines or handouts for your classmates that include APA references. This presentation should be well organized and clear.

Literature Reviews: (10 points each)

You will be required to research two topics of your choice relating to career counseling, preferably related to a particular population, topic, or setting in which you are interested in pursuing. The article must be from a refereed journal, no websites, within the last six years and include an APA reference. The literature papers must include a title page, one page summary of the article, one page reaction to the article, and reference page (four pages total).

Grading: Final letter grades will be assigned based on the following distribution:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

Course Schedule:

Day	Discussion Topics	Readings	Due
Friday (Day 1)	Introductions, syllabus, activities, reliability, validity, trait and type theories, work-family interface.	Sharf: Chapters 1 and 2	Project 1
Saturday (Day 2)	Work Adjustment theory, Holland, Myers-Briggs, Super, Campbell, Diversity	Sharf: Chapters 3-6	Article Review 1
Sunday (Day 3)	Career assessment, Life-Span theory	Sharf: Chapters 7-8	Project 2
Friday (Day 4)	Krumboltz, Social Cognitive Theory, additional article interpretation.	Sharf: Chapters 11-13	
Saturday (Day 5)	Career counseling techniques, adult career crisis and transition.	Sharf: 9, 10, 14	Article Review 2
Sunday (Day 6)	Course Wrap up and presentations.		Projects 3 and 4, with class presentations

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Disability Statement: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.