# **CPSY 520: Career Development and Life Style Counseling**

Mondays 5:30 pm to 8:30 pm, York Graduate Center, Room 101 Michael Kahn, LPC, JD <u>mkahn@lclark.edu</u>

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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 Webbased resources); facilitation of client awareness, choice, and action with respect to career-related issues; integration of career counseling with mental health 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.

# **Class Objectives**

Create a <u>collaborative and inquiry based</u> learning community of engaged and <u>self-directed</u> <u>learners</u> involved in discovering, learning, discussing, and presenting 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 worldwide web sites;
- h. career counseling processes, techniques, and resources, including those applicable to specific populations;
- i. and ethical and legal considerations

#### **CPSY Departmental Attendance Policy:**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work

#### **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. **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 another assignment 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 <u>active participation of all students is required</u>. 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, creativity and timeliness. **Late assignments** are accepted with prior approval of instructor. Grade may be lowered for late assignments.

#### **Class Evaluation**

### Your Career Journey/Self Profile

**A**). Review your career journey and incorporate results from class assignments. What did you learn that might inform your work with clients seeking career counseling? What choices would you make again? What could you have done differently? **25 points** 

#### Client Session(s) and Consultation

- **A).** Client Profile detailing intake information, presenting (and underlying) career issues, career processes and/or assessments, summary, and future directions. 5-minute verbal presentation to the class. 10-15 minute questions/responses from class. **50 points**
- **B).** Theorists Respond. Work in groups and reflect on client profiles as a theorist.

#### **Chapter Presentation**

A). Leadership. Sign up to lead chapter review from text by <u>designing an activity</u> or *stirring discussion* on salient points. Creativity Encouraged: Consider use of art, film clips, photography, music, drawing, journal or newspaper article, experiential activity etc.
 20-30 Minutes

**Active Participation** 

25 points

To Be Determined

25 points

Total 150 points

**Boiler Plate:** 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.

#### **GRADING CRITERIA**

115 - 150 points A 95 - 114 points B 80 - 94 points C below 80 points D

# CPSY 520: Career Development and Life Style Counseling Class Outline

#### **EXTRA**

DATI	E CLASS FOCUS	TEXT		SS SIGN-UPS			
Class 1	Intro/ Inventories Importance/ history Career C Sign ups for Chapter Presentati						
Class 2	THEORIES						
	Blocks to Career Counseling	Ch 2					
Competencies and Professional Requirements							
	Theory: Career Diamond	Chp 3					
	Theory: Holland	Chp 4		1			
Class 3	THEORIES						
	Theory: Super	Chp 4		2			
	Theory: Family Dynamics & C	Genogram	XXX	3			
Theory: Psyc	hodynamic, Jung, Roe, Adler	· xxx	4	_			
	Career Process	Chp 8		5			
Class 4	THEORIES						
	Theory: Social Learning Krumboltz,	Chp 5		6			
	Gottfredson	Chp 5		7			
		-		8			
	Lent, Brown	Chp 5					
	Career Techniques	Chp 9		9			
Class 5	THEORIES						
	Assessment	Chp 10		10			
	Career Info and Tech.	Chp 11		11			
	Theory: Spirituality	Chp 16		12			
	Flow, Csikszentmihaly	vi pg. 114-7	XXX	13			

Complete Chapter Presentations/TBD

Class 10

Class 0 <u>C</u>	lass 6 <u>CLIENT PROFILES BEGIN/ THEORISTS' RESPONSES</u>					
	Diversity	Chp 7		14		
	Div. Gender/Sexual Orien.	Chp 7		15		
	Global Perspectives	Chp. 6				
Class 7	Continue Client Profiles					
	Career Counseling for Adults/ Career Changers		XXX	16		
	Additional Chapter Presentatio	on/Exercise if Need	ded			
Class 8	School Career Counseling:					
	Elementary	Chp 12		17		
	Middle	Chp 13		18		
	High and Late Adol.	Chp 14		19		
	College					
Class 9 &	Life after Work		XXX	20		
æ				21		
	Finish Client Profiles					