

Lifestyle & Career Development
COU 662
3 Credits

Term: Summer Term 2015

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- I. Course Description:** A course informing students about vocational and career counseling and experiences of multiple interrelationships of career, family, disabilities, and other roles which affect work. In addition, the impact of multicultural, gender, and lifestyle issues on career decision-making are considered. Exploration of career options within the area of counseling will also be addressed to assist students in discovering opportunities within the field.

II. Prerequisite: Graduate Standing

Required Textbooks:

Applying Career Development Theory to Counseling, 6th Edition

Richard S. Sharf

ISBN-10:1-285-07544-7 Brooks/Cole Publishing, Published 2013

III. COURSE RATIONALE:

CACREP - The course material is designed to meet the 2009 Council on Accreditation of Counseling and Related Educational Programs (CACREP) curriculum standards for master's level training. The specific standard (Section II.G.4.a-g) states that students are to have "studies that provide an understanding of career development and related life factors."

VI. COURSE OBJECTIVES:

Through a combination of educational and experiential learning, the student will be able to:

1. Appreciate historical and current theoretical perspectives on career development and explore the linkage between theory, assessment and treatment planning: *CACREP II.G.4.a, e, f; CACREP II.G.7.a; CMHC A.1, 5; CMHC C.8; CMHC G.1, 2.*
2. Identify and use relevant assessment instruments in career planning and decision making: *CACREP II.G.4.f; CMHC H.1, 2.*
3. Understand the career development issues among diverse populations and select career counseling processes, techniques, and resources applicable to specific populations: *CACREP II.G.2.b, d, f; CACREP II.G.4.g; CMHC E.1, 2, CMHC F.2, 3.*
4. Understand the impact of interplay between work and other life roles and use this knowledge in career development: *CACREP II.G.3.a, f, h.; CACREP II.G.4.d, e.*
5. Demonstrate the ability to plan, organize, implement, and evaluate career development programs and services in educational and community settings: *CACREP II.G.4.c, e; CACREP II.G.8.d; CMHC A.8; CMHC C.1, 3; CMHC E.4; CMHC I.2.*

Course Format: The content and structure of this course relates to and builds on the following areas:

1. **Curriculum:** Historical and current theories, approaches, and issues related to career counseling are investigated, critically evaluated and discussed.
2. **Helping Skills:** The ability for students to enhance helping skills in the area of career counseling as well as the opportunity to create a safe/learning environment for observation and critiquing of helping skills.

3. **Technology:** Students will become aware of the technological revolution in the area of career discovery, self-assessment, career counseling, resources, and research as well as develop an electronic portfolio.
4. **Leadership/Mentorship:** Students will be given the opportunity to participate in an activity to assist fellow classmates in learning.
5. **Research:** Students will be given the opportunity to research and read topics of interest within career counseling as well as future trends within career counseling.
6. **Interview:** Students will be given the opportunity to interview individuals concerning their career choices, career goals, and factors that influenced choices made.

Basis for Student Evaluation:

1. Attendance: Attendance is required and will be taken for each class session. If a student misses more than one class session a required meeting with the Assistant Dean and instructor is required. Loss of points will occur for each class session missed.
2. Readings, Class Discussion, and Class Activities: Students will complete required readings prior to class discussion. Students will participate in question and answer sessions with their peers and instructor.
3. Discovery Counseling Session: Students will be paired with another peer and conduct for class a demonstration of a career theory in action. Dyads will be assigned first night of class.
4. Career History Interviews: Students will be given the opportunity to interview 2 individuals on their career choices, and write a paper summarizing the information. The purpose of this activity is to a) identify differences in the way individuals of different ages describe their careers, and b) identify and illustrate developmental issues over the life span. You must select two individuals from different age groups below: 25-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, and 66+. You **can not** interview your parents, close friends, siblings, spouse or significant other. Develop a

list of questions to ask each interviewee, this is important so you can compare and reflect on differences in each area.

5. Special Population Summary Paper & Presentation: Student will select a special population to research and present to the class in the area of special concerns, considerations, and unique needs in the area of career, career/lifestyle development. Examples include, but are not limited to: Women, displaced homemakers, addictions, homeless, minorities, specialized fields, special needs, and other populations that are instructor approved. You will write a summary paper (2-4 pages) on the special needs individuals face for career or job success for the population based upon your interviews with two individuals. (See Gina if you need assistance in contacts for interviews).

Presentations should include each of the following

- Introduction to special population
- Why you selected this population
- Reason for selecting interviewees and information gained from interview
- Special needs or considerations for this population (relate directly to career planning, career development and career success)
- How you can better serve this population knowing this information
- Conclusion to your increased knowledge for this population

You will write your summary from the information received from your interviews. Think outside the box when consider a population.

6. Career Scenario Response: Students will be provided a career scenario and select a career theory in which to address the career concerns presented. Outline of response should be as follows: a) Identify key career concerns, b) Career theory selected and rationale for selection, c) Assessments to be administered to client, d) Activities (homework) client will be assigned, e) Career Action Plan development, f) Reflection of learning.

7. Weekly reading reviews-each week you will have a review over the materials covered in the text reading for this week.

Course Assignments - 500 points total Point Value % of Grade

1. Career History Interviews 2@ 20 points each.....	40 points	8 %
2. Class Attendance-Participation.....	20 points	4 %
3. Discovery Counseling Session.....	100 points	20 %
4. Special Population Paper/Presentation.....	180 points	36 %
5. Weekly reviews.....	90 points	18 %
6. Career Scenario Response.....	70 points	14 %

To receive a grade of B- or better all assignments must be successfully completed and submitted on time. Attendance will be used as a determining factor in final grade.

Grading Scale

A 95 - 100% 475 - 500 points
A- 92 - 95% 460 - 475 points
B+ 89 - 92% 445 - 460 points
B 86 - 89% 430 - 445 points
B- 83 - 86% 415 - 430 points
C+ 80 - 83% 400 - 415 points
C 77 - 80% 385 - 400 points
C- 74 - 77% 370 - 385 points
D+ 71 - 74% 355 - 370 points
D 68 - 71% 340 - 355 points
D- 65 - 68% 325 - 340 points
F 0 - 65% 0 - 325 points

**Cell phones must be turned off during class sessions.
Text messaging in class will result in participation points lost for class session; any offense after first will result in participation points lost & deduction in PPE rating.**

Academic Integrity Policy:

All individual student work will represent the student's own work. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and /or dean of graduate studies.