PURPOSES

This course represents an introduction to career psychology and counseling (areas central to the professional identity of community counseling, school counseling, and counseling psychology). Career counseling requires competence and knowledge in three broad areas. First, it requires the basic counseling skills required of all counselors. Second, it requires a thorough knowledge of major theories of career development, choice and adjustment and the research derived from them. Third, it requires counselors to apply relevant theory and research in working with clients with career development, choice, and adjustment concerns across the life span. This course will provide students with requisite knowledge relevant to the latter two areas. Other courses in the counseling and counseling psychology programs focus attention on the first area. Additionally, technology has had a significant impact on career counseling practice. It is, therefore, also necessary to introduce the student to Internet and computer-based career services and the professional and ethical issues involved in using these technologies.

Specifically, therefore, the objectives of the course are:

1. To help students gain the knowledge required to work with persons experiencing difficulties in career development, choice, and adjustment across the life span. These knowledge bases include: (a) theory and research pertaining to vocational development, choice, and adjustment, (b) influences of race/ethnicity, gender, socio-economic status, sexual orientation, disability, and personality on vocational development, choice, and adjustment, (c) work-personality assessment strategies, (d) occupational information systems, and (d) how to integrate these knowledge bases to promote optimum career development, choices, and adjustment of diverse clients.

2. To learn to apply knowledge of occupational information systems via an in-depth analysis of an occupation of interest to the student.

Note: These two course objectives are the objectives that you will be asked to evaluate at the end of the semester via the IDEA on-line course evaluation system. In the IDEA system these are labeled (1) gaining factual knowledge and (2) learning to apply course material.
EVALUATION

Grades for the course will be based on the student's performance on the following:

1. One paper will be graded for content, writing, and quality of presentation. All papers must be written in APA style. The date on which the paper is due is noted on the attached course schedule. The paper topic is as follows and is worth 30% of total grade: A 5 to 7 page analysis of an occupation of interest to the student using print and internet-based sources of occupational information (more detail will be provided in class when information sources are presented—see attached course schedule).

2. Midterm and Final Exam on textbook and lecture material. (See attached course schedule for dates and times; each is worth 30% of total grade)

3. Outside Reading. One goal of the counseling programs is to graduate professionals who base their practices on the professional literature in their fields. The purpose of this outside reading assignment is to expose you to the scholarly literature on career development and counseling and to the journals in which such literature is published. Thus, you are also required to read articles relevant to career development and counseling, and summarize each article on a 4” X 6” index card. A maximum of ten (10) article summaries is required.

Grades will be assigned on the basis of the number of articles read and summarized as follows: A = 10, A- = 9, B+ = 8, B = 7, B- = 6, C+ = 5, C = 4, C- = 3, D+ = 2, D = 1, F = 0. Outside reading grades are worth 10% of the final course grade.

In order to receive credit for the readings, you should read an article RELEVANT TO CAREER DEVELOPMENT AND COUNSELING from a journal in the field (see below), summarize (in your own words) the article on a 4”X6” index card, and turn in the summary at the beginning of the class. Only one card will be accepted each class period and the article MUST be on a topic relevant to career development and counseling to receive credit for it.

Relevant Journals

Career Development Quarterly
Journal of Applied Psychology
Journal of Career Assessment
Journal of Career Development
Journal of Counseling and Development
Journal of Counseling Psychology
Journal of Employment Counseling
Journal of Vocational Behavior
Measurement and Evaluation in Counseling and Development

TEXT TABLE OF CONTENTS

1. Understanding and Facilitating Career Development in the 21st Century (Lent & Brown)

Section One: MAJOR THEORIES OF CAREER DEVELOPMENT, CHOICE, AND ADJUSTMENT

2. Minnesota Theory of Work Adjustment (Swanson & Schneider)
3. Holland’s Theory of Vocational Choice and Adjustment (Nauta)
4. The Life-Space, Life-Span Theory of Careers (Hartung)
5. Social Cognitive Career Theory (Lent)
6. Career Construction Theory and Practice (Savickas)

Section Two: THE ROLE OF DIVERSITY, INDIVIDUAL DIFFERENCES, AND SOCIAL FACTORS IN CAREER DEVELOPMENT, CHOICE, AND ADJUSTMENT

7. Women, Men, and Work: The Long Road to Gender Equity (Heppner)
8. The Role of Race and Ethnicity in Career Choice, Development, and Adjustment (Fouad & Kantamneni)
10. Career Development of Lesbian, Gay, Bisexual, and Transgendered Individuals (Prince)
11. Personality, Career Development, and Occupational Attainment (Brown & Hirschi)
12. Relational Influences on Career Development (Kenny & Medvide)
13. The Career Development of Youth and Young Adults with Disabilities (Fabian & Pefldani)

Section Three: ASSESSMENT AND OCCUPATIONAL INFORMATION

14. Nature, Importance, and Assessment of Interests (Hansen)
15. Nature, Importance, and Assessment of Needs and Values (Rounds & Jin)
16. Ability and Aptitude Assessment in Career Counseling (Metz & Jones)
17. Assessing Additional Constructs Affecting Career Choice and Development (Rottinghaus & Hauser)
18. The Structure, Sources, and Uses of Occupational Information (Gore, Leuwerke, & Kelly)

Section Four: COUNSELING, DEVELOPMENTAL, AND PREVENTIVE INTERVENTIONS

19. Promotion of Career Awareness, Development, and School Success (Turner & Lapan)
20. Promotion of Career Choices (Whiston & James)
22. Promoting Work Satisfaction and Performance (Lent & Brown)
There will also be a multiple page handout that we will use in class as part of our discussion of (a) work personality assessment and (b) sources of occupational information. Bring a hard-copy with you to class on the days noted on the attached course schedule.

**IDEA Objectives**

These two course objectives are the objectives that you will be asked to evaluate at the end of the semester via the IDEA on-line course evaluation system. In the IDEA system these are labeled (1) gaining factual knowledge and (2) learning to apply course material.

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

**Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

**EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline
Conceptual Framework

Professionalism in the Service of Social Justice. As a counselor or counseling psychologist, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge that you need to assure that your professional efforts to alleviate suffering and promote self-development and self-determination via career counseling and prevention activities are as empirically-based as possible.

Dispositions
Every course within the school of education focuses on one or more professional dispositions. The dispositions for this course are: Fairness and Belief that all students can learn. Both will be assessed via sensitive, ethical, and social justice oriented participation in group and didactic activities on both course content and issues of multiculturalism within the field.

Technology
In this course, you will use technology in your occupational analysis paper by accessing web-based information sources and interpreting the information included in them. You will also be introduced to computer- and web-based vocational guidance systems.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

Diversity
Your programs are committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. We will cover educational and career development issues with diverse populations to facilitate your work with diverse clients and communities.
# Course Schedule

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<thead>
<tr>
<th>DATE</th>
<th>TOPICS AND READINGS</th>
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<tr>
<td>T, June 30th</td>
<td>ADMINISTRATIVE MATTERS, COURSE OVERVIEW, HISTORICAL FOUNDATIONS</td>
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<tr>
<td>Th, July 2nd</td>
<td>THEORIES OF VOCATIONAL BEHAVIOR: TRAIT-FACTOR THEORIES</td>
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<td>T, July 7th</td>
<td>THEORIES OF VOCATIONAL BEHAVIOR: DEVELOPMENTAL THEORIES</td>
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<td>Th, July 9th</td>
<td>THEORIES OF VOCATIONAL BEHAVIOR: SOCIAL COGNITIVE CAREER THEORY</td>
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<td>RESEARCH ON DIVERSITY AND VOCATIONAL BEHAVIOR</td>
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<td>T, July 14th</td>
<td>MIDTERM EXAM</td>
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<td>Th, July 16th</td>
<td>GUEST LECTURE: Social Analysis of Work: How Work Shapes our Lives</td>
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<td>DR. MICHAEL GAUBATZ, PhD</td>
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<td>Readings: Additional readings sent via email and on Sakai</td>
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<tr>
<td>T, July 21st</td>
<td>RESEARCH ON PERSONALITY AND VOCATIONAL BEHAVIOR</td>
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<td>ASSESSMENT OF WORK PERSONALITY: INTERESTS</td>
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<td><strong>Note:</strong> Bring Handout and Text to Class</td>
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<td>Readings: Text, Chapter 11 AND 14</td>
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Th, July 23rd  ASSESSMENT OF WORK PERSONALITY: INTERESTS (FINISH)
And
ASSESSMENT OF WORK PERSONALITY: VOCATIONAL NEEDS
AND ABILITIES

Note: Bring Handout and Text to Class

Readings: Text, Chapters 15, AND 16

T, July 28th  CAREER INTERVENTION: PROMOTING CAREER DEVELOPMENT
OF CHILDREN AND ADOLESCENTS
And
SOURCES OF OCCUPATIONAL INFORMATION

Readings: Text, Chapters 20 and 12 (pp. 329-341) AND 18

Th, July 30th  CAREER INTERVENTION: COUNSELING FOR CAREER CHOICE AND
OCCUPATIONAL ENTRY

Readings: Text, Chapter 21 and pp. 514-516 (World of Work Map) and
pp. 522-525 (Comprehensive Internet-Based Sources of Occupational
Information)

T, August 4th  CAREER INTERVENTION: COUNSELING FOR WORK ADJUSTMENT
REVIEW FOR FINAL EXAM
Readings: Text, Chapter 22, and pp. 341-350.

Note: Papers Due

Th, August 6th  FINAL EXAM