

CPSE 644 - Career Dev/Assess

Fall 2014

Section 001: 341 MCKB on Th from 12:00 pm - 2:50 pm

Instructor/TA Info

Instructor Information

Name: Vaughn Worthen

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Course Information

Description

This course is designed to help you understand the topic of career development, career counseling, career assessment, career program development, and ethics related to providing career services. The course will introduce you to some of the well known and frequently used theories of career development. You will be expected to understand and be able to apply the principles and some of the associated interventions associated with these theories. You will also be exposed to and learn about a variety of career assessment inventories as well as take a few of them and conduct your own self-assessment and then conduct an interview with a colleague and create an assessment report. In this process you will evaluate the psychometric properties of these assessments, the appropriate uses of various assessment instruments, and how to analyze and communicate results in helpful ways to those you work with. You will gain understanding of the importance of occupational information and helpful and valid sources for occupational information. You will examine how to differentially consider how to provide career services in diverse environments with diverse clientele. You will learn

about the ethics associated with providing career services. You will also learn about the standards associated with building and providing effective career services. We will also spend some time trying to learn and use effective counseling strategies and skills necessary for effective career counseling. You should be able to understand enough that you could engage in providing career services to individuals.

Materials

Image	Item	Vendor	Price (new)	Price (used)
	<p>Applying Career Development Theory to Counseling Required by Sharf, Richard S. Cengage Learning; Edition 6 (2013-01-31) ISBN: 9781285075440</p>	<p>BYU Bookstore</p>	<p>211.00</p>	<p>158.25</p>
<p>Career Assessments Required</p> <p>You will also be expected to purchase and take several career assessments in the Career and Academic Success Center. These will include:</p> <ul style="list-style-type: none"> Strong Interest Inventory (SII) (\$9.00) Campbell Interest and Skills Survey (CISS) (\$9.00) Myers-Briggs Type Inventory (MBTI) (\$13.00) Self-Directed Search (SDS) (\$2.00) TypeFocus (Online and free for students) Kuder Journey (Online and free for 				

students)

VIA Signature Strengths (Free online)

Values Inventory (Free)

Functional Skills (Free)

Learning Outcomes

Vocational Issues

Learn the importance of vocational issues in psychological development.

Philosophy of counseling incorporating vocational issues

Begin developing a philosophy of counseling that incorporates vocational issues.

Appropriate vocational interventions

Improve your ability to develop appropriate vocational interventions.

Administering and interpreting relevant instruments

Gain competence in administering and interpreting relevant instruments.

Career counseling

Consider how career counseling is an aspect of counseling— not a separate endeavor.

Career assessments

Consider how career assessments are integrated into counseling.

Multicultural career experience/awareness

Gain some multicultural career experience/awareness

Computer based applications

Become aware of computer based applications.

Grading Scale

Grades	Percent
A	94%
A-	90%

B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

Grading Policy

Grades are not a statement of your personal worth. Grades do reflect effort, professionalism, the sophistication of your writing and thinking, and adherence to instructions. All papers should follow APA format guidelines (unless otherwise specified). If you receive a grade less than you desired you may revise and resubmit with instructor approval. Late assignments will be discounted (except in the cases of legitimate emergencies). Any assignment past two weeks due will not be accepted.

Teaching Philosophy

I hope that we can engage in a joint learning experience. The more you study and prepare for class the greater opportunity to engage in significant discussions and the outcome will lead to better learning. I will seek feedback about how to make the class worthwhile and want to make sure you have the theoretical understanding, ethical knowledge, assessment skills, and intervention strategies to apply what you are learning. I believe that along with the development of content knowledge and application is the ability to become a more effective and sophisticated thinker who can critically evaluate information and arguments and base those on sound reasoning and empirical support.

Participation Policy

I expect you to come prepared and to actively participate. We will have a better learning environment as everyone commits to being prepared and ready to engage in discussions and participate in role plays.

Attendance Policy

Please let me know in advance if you will not be able to make it to class (or as soon as you can after missing a class). If you miss you are still responsible for completing assignments. If you have questions or concerns please communicate with me.

Assignments

Assignment Descriptions

Career Exploration Activity OR Career Program Outline

Due: Thursday, Oct 09 at 11:59 pm

Career Exploration Activity *or* Career Program Outline (not both)

- Create an activity you could use with a select population to help with career exploration.

or

- If you were asked to design a career program for a population, develop an outline for that program, including what would be included, what would be the metrics of success, and how would you evaluate/measure these outcomes.

Mid-Term

Due: Thursday, Oct 16 at 11:59 pm

Mid-Term (100) The midterm is a take-home exam. This exam is open book, open note, open instructor, and open colleague. Most of the questions will come from material that is in your readings and has been discussed in class.

However, you are responsible for the assigned readings and some questions may address material in the readings that has not been discussed in class. The format for the exams will be short essay.

Assessments and Assessment Report

Due: Thursday, Oct 30 at 11:59 pm

Here is the assignment:

- Assessments and Assessment Report (2014).docx Download

Here a template for the report:

- Career Assessment Template2.doc Download

Career Topic Literature Review

Due: Thursday, Nov 13 at 11:59 pm

Career Topic/Literature Review Paper

In pairs (or if approved by me, solo), review the literature around a career development topic, okayed by me in advance. I will help you brainstorm your review, if you would like. Here some ideas just to get your thinking kick started.

- What does the literature say about:
 - Career as calling
 - Career decision making
 - What to do with the undecided
 - The role of assessment
 - Career and multicultural influences
 - Dual career (motherhood and career)
 - Career development interventions and career outcomes
 - Approaches to providing career interventions
 - Employment trends and factors
 - Careers and spirituality
 - Careers and the interplay of mental health factors

This is designed to be a BRIEF review (not exhaustive). Thus, here are the **criteria for the paper**:

- You must use **10 references** (*no more and no less*).
- The total ***paper will be no more than 10 pages long***, which should include:
 - a title page
 - an abstract page

- one reference page
- that leaves only 7 pages for the review body
- The review must be in **APA format**.
- Your **sources** must come from the scientific literature, found almost exclusively in peer reviewed journals. At least **5 of your references will need to come from the following journals** (The big four in career development):
 - Journal of Vocational Behavior
 - Journal of Career Assessment
 - Journal of Career Development
 - Career Development Quarterly

Career Counseling Paper

Due: Thursday, Nov 27 at 11:59 pm

Career Counseling Paper

Write a paper explaining the following:

- What you believe is *the role and function of a counselor/advisor/consultant* regarding vocational development in a setting of your choice (elementary school, high school, college, or a professional/business setting).
- *Describe vocational development* for persons in the life stage appropriate for your setting. Make sure that description is based on philosophical, theoretical and developmental perspectives. Include appropriate rationale and references for your opinions.
- Identify the successful outcomes you believe will occur if a person in that particular life stage successfully manages his/her vocational development. The anticipated outcomes should be based on existing research and/or a clear scholarly rationale.
- The paper should follow APA publication guidelines.

Thoughts and Application Notes

Due: Thursday, Dec 11 at 11:59 pm

Thoughts and Application Notes (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).

Discussion Leader

Due: Thursday, Dec 11 at 11:59 pm

Discussion Leader

- Each student will be assigned to lead two class discussions based on the readings. You are expected to prepare a 30 minute activity, talking points, or other format of your choosing to generate discussion and learning among the class.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-

sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism- Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- Direct Plagiarism-** The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism-** The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic-** The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement-** The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics and Assignments	Assignment Due Dates
Th Se p 04	<i>Introduction, course review, history of career development, issues/questions</i>	
Thu rsd ay	Review Career Development History <ul style="list-style-type: none"> History of Career Counseling and Development (2014).pptx Download 	
	View Dick Bolles story (author of "What Color is Your Parachute?") (34 minutes):	

- <https://www.youtube.com/watch?v=M6piFMiypPE>

Career Questions and Issues

- Career Discussion Questions.pptx Download

View Mark Savickas' keynote address (40 minutes):

- <https://www.youtube.com/watch?v=uqz-5ny8T-s>

Reading assignment for today

Read Chapter 1

Th Se p 11	<i>Career Development in Childhood & Adolescence</i> (Super's Developmental Model & Gottfredson's Theory of Self-Creation, Circumscription, and Compromise)	Thoughts and application notes
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Thu
rsd
ay

Review and discuss Chapters 7 & 8

Super's Model of Career Development for Children (2014).pptx Download

Linda Gottfredson (Theory 2008 Steve Smith).ppt Download

Super's Theory (2014).pptx Download

View (14 minutes):

- http://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain

View (Richard Bolles Parts 1-4) (25 minutes):

- <https://www.youtube.com/watch?v=Sxrhyo2MIWo>

- https://www.youtube.com/watch?v=HN_kPI16LEk
- <https://www.youtube.com/watch?v=HRBYTFFYsCE>
- https://www.youtube.com/watch?v=ru_u_Z9irBo

Career Counseling Circle (*Getting started*: Building rapport, clarifying expectations, gathering information, asking helpful questions)

Reading assignment for today

Read Chapters 7 (Adam) & 8 (Alicia)

Th	<i>College student and Adult Career Development/Adult Career</i>	Thoughts and application notes
Se	<i>Crises and Transitions</i>	
p	<ul style="list-style-type: none"> • Super's Life Career Rainbow/Adult Life Stages/Career 	
18	Patterns of Women	
Thu	<ul style="list-style-type: none"> • Schlossberg's theory of transitions/Models of 	
rsd	Transition and crises	
ay	<ul style="list-style-type: none"> • Hopson and Adams's Model of Adult Transitions • Career crises affecting women & culturally diverse populations) 	

View "*Why 30 is not the new 20*"

- http://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20?language=en

View Career Coaching demonstration (37 minutes):

- <http://search.alexanderstreet.com/view/work/1655620>

View Steve Jobs "How to Live Before You Die" (15 minutes):

- http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die

Career Counseling Circle (*Getting started*: Building rapport, clarifying expectations, gathering information, asking helpful questions)

Reading assignment for today

Read Chapters 9 (Denise) & 10 (Micah)

Th Se p 25 Thu rsd ay	<p><i>Trait and Factor Theory, Holland's Theory of Types, & Occupational Information and Theory</i></p> <p>View Dick Bolles (5 Minutes):</p> <p>https://www.youtube.com/watch?v=at0p2FiJoXY</p> <ul style="list-style-type: none">• <i>Gaining self understanding</i> (aptitudes, achievement, interests, values, personality)• <i>Obtaining knowledge about the World of Work</i> (Types of occupational information, classification systems)• <i>Integrating information about oneself and the World of Work</i> (applying this to women and culturally diverse populations)• <i>Diamond Model</i><ul style="list-style-type: none">○ Vaughn Diagram Diamond Model.pptx Download• <i>Holland's theory of types</i><ul style="list-style-type: none">○ Six types○ Congruence○ Differentiation○ Consistency	Thoughts and application notes
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- Identity
- **Labor Market (U.S.)**
 - Occupational Outlook Handbooks and ONET
 - Youth employment
 - Status Attainment Theory
 - Human Capital Theory
 - Women and discrimination in the work place
 - Culturally diverse individuals and discrimination

View:

- <https://utahfutures.org/>
- <http://www.bls.gov/ooh/>
- <http://www.onetonline.org/>
- <https://ccc.byu.edu/>

Career Counseling Circle (*Getting started*: Identifying concerns and issues, exploring beliefs and desires, assessing what they have already done, evaluating career maturity - **introduce the card sort procedure**)

Reading assignment for today

Read Chapters 2 (Adam), 3 (Denise), & 5 (Janalyn)

Th	Visit the Career Fair (WSC Ballroom) and then meet back in	Thoughts and application notes
Oct 02	class at 1:00 p.m.	
Thu	Discuss thoughts about the career fair as a career intervention	notes
rsd	-----	

ay

Review Assessment instruments (Make sure you have taken these and they are scored before this class period, which means at least 72 hours before class to make sure they are scored) (They will need to be taken in the CASC 2590 WSC) (This applies only to those with a cost attached)

- **Strong Interest Inventory (SII)** (\$9.00)
 - Strong Interest Inventory (2008).pptx Download

- **Campbell Interest and Skills Survey (CISS)** (\$9.00)
 - Campbell Interest and SKills Survey (2008).pptx Download

- **Myers-Briggs Type Inventory (MBTI)** (\$13.00)
 - Myers-Briggs Type Inventory (2008).pptx Download

- **Self-Directed Search (SDS)** (\$2.00)

- **VIA Character Strengths** (Free)
 - <http://www.viacharacter.org/www/The-Survey>

- **TypeFocus**
 - <https://casc.byu.edu/career-assessments>

- **Kuder Journey**
 - <https://casc.byu.edu/career-assessments>

Th	<i>Work Adjustment Theory & Myers-Briggs Type Theory</i>	Thoughts
Oct	• Dawis & Loftquist	and
09	○ Assessment	application
Thu	○ Measuring requirements and conditions of	notes
rsd	occupations	
ay	○ Matching abilities, values, & reinforcers	Career

- Job adjustment counseling

- **Myers-Briggs Type Theory**

- Perceiving and judging
- Extraversion and introversion
- Sixteen personality types
- Dominant and Auxiliary processes

**Explorati
on
Activity
OR
Career
Program
Outline**

Guest Presenter - Kerry Hammock (Career Interventions)

Book on career interventions and techniques (Molly H. Duggan & Jill C. Jurgens - 2006)

http://www.amazon.com/s/ref=nb_sb_ss_i_0_15?url=search-alias%3Dstripbooks&field-keywords=career%20interventions%20and%20techniques%20a%20complete%20guide%20for%20human%20service%20professionals&prefix=career+interven%2Cstripbooks%2C253

Reading assignment for today

Read Chapters 4 (Micah) & 6 (Alicia)

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Th	Constructivist and Narrative Approaches to Career Development	Thoughts and application notes
Oct 16		
Thu	Before class: Read "Career Adaptability" by Mark Savickas	
rsd	http://onlinelibrary.wiley.com/doi/10.1002/j.2161-0045.1997.tb00469.x/pdf	
ay		Mid-Term

Savickas, M. L. (). Career adaptability: An integrative construct for life-span, life-space theory . *The Career Development Quarterly*, 45(3), 247-259. DOI: 10.1002/j.2161-0045.1997.tb00465.x

and

Career Style Interview and Counseling
CareerLifestylesSavickas (3).pdf Download

and

http://www.academia.edu/3302509/Career_Style_Interview_A_Contextualized_Approach_to_Career_Counseling

Taber, B. J., Hartung, P. J., Briddick, H., Briddick, W. C., & Rehfuss, M. C. (2011). Career style interview: A contextualized approach to career counseling. *The Career Development Quarterly*, 59, 274-287.

and

<http://www.vocopher.com/pdfs/careerConstruction.pdf>

and

<http://www.guidance-research.org/EG/imprac/ImpP2/new-theories/constructivism/narrative>

Link to “My Story” workbook:

http://www.vocopher.com/CSI/CCI_workbook.pdf

View Neil Gaiman commencement address:

http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die

Career Counseling Circle (*Promoting action*: setting goals, assessing readiness to change, exploring decision making, assigning homework, processing ambivalence)

Reading assignment for today

Read Chapter 11 (Adam) and readings

Th	Relational Approaches to Career Development/Social	Thoughts and application notes
Oct 23	Cognitive Career Theory	
Thu rsd ay	View “The Social Animal” (David Brooks) (19 minutes) http://www.ted.com/talks/david_brooks_the_social_animal View “When you feel you have no control over your life” (Dick Bolles) (4 minutes) http://www.ted.com/talks/david_brooks_the_social_animal	
	Career Counseling Circle (<i>Promoting action</i> : setting goals, assessing readiness to change, exploring decision making, assigning homework, processing ambivalence, helping them to take ownership, career as something they create)	

Reading assignment for today

Read Chapters 12 (Janalyn) & 14 (Micah)

Th	Krumboltz's Social Learning Theory/Planned Happenstance	Thoughts and application notes
Oct 30	Read the following:	
Thu	Link to Planned Happenstance Article	
rsd	<ul style="list-style-type: none">Planned Happenstance.doc Download	
ay		Career Assessment Reports Due (here is a template for the report):
	Mitchell, K.E., Levin, A. S., & Krumboltz, J. D. (199). Planned happenstance: Constructing unexpected career opportunities. <i>Journal of Counseling & Development</i> , 77(2), 115-124.	<ul style="list-style-type: none">Career Assessment Template
	The Happenstance Learning Theory (John Krumboltz 2009)	
	<ul style="list-style-type: none">The Happenstance Learning Theory Krumboltz 2009.pdf Download	
	Krumboltz, J. D. (2009). The happenstance learning theory. <i>Journal of Career Assessment</i> , 17(2), 135-154. DOI: 10.1177/1069072708328861	
	View "Luck is No Accident" parts 1-2 (John Krumboltz) (28 minutes)	
	https://www.youtube.com/watch?v=z6S7ANIPLBo	
	https://www.youtube.com/watch?v=rOQmqc5Tc50	

<https://www.youtube.com/watch?v=Zqm0aKjiLLM>

View Live demonstration of Happenstance Career Theory
(John Krumboltz) (35 minutes)

<http://search.alexanderstreet.com/view/work/537770>

Career Counseling Circle (*Promoting action*: setting goals,
encouraging risk taking, involvement, curiosity, openness, flexibility)

**Assessm
ents and
Assessm
ent
Report**

Reading assignment for today

Read Chapter 13 (Alicia) and readings

Th **Career Decision-Making Approaches/ Theories in**
No **Combination**

v

06 **Read:**

Thu

rsd *The Tyranny of Choice* (Barry Schwartz)

ay • <http://www.swarthmore.edu/SocSci/bschwar1/Sci.Amer.pdf>

Thoughts
and
application
notes

Schwartz, B. (2004). The tyranny of choice. *Scientific American*, 290(4), 70-75.

Career Counseling Circle (*Promoting action*: setting goals, decision
making, anxiety issues, confidence)

Reading assignment for today

Read Chapters 15 (Janalyn) & 16 (Denise) and reading

Read: "An anti-introspectivist view of career decision making"

- An anti-introspectivist view of career decision making - 1998 - Krieshok.pdf Download

Krieshok, T. S. (1998). An-anti-introspectivist view of career decision making. *Career Development Quarterly*, 46(3), 210-228.

Read "Positive Uncertainty..."

- Positive Uncertainty HB Gelatt 1989.pdf Download

Gelatt, H..B. (1989). Positive uncertainty: A new decision-making framework for counseling. *Journal of Counseling Psychology*, 36(2), 252-256. doi:10.1037/0022-0167.36.2.252

Th	Literature Review Reports and Discussion	Thoughts
No		and
v		application
13		notes
Thu		
rsd		Career
ay		Topic
		Literature
		Review

Th **Gender Issues & LDS Culture; Family-friendly work; Guest**

No **Presenter:** Dr. Melissa Jones

v -----

20 -----

Thu -----

rsd

ay **View** (15 & 17 minutes):



http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders



http://www.ted.com/talks/anne_marie_slaughter_can_we_all_have_it_all

Career Counseling Circle (*Promoting action*: setting goals, decision making, anxiety issues, confidence)

Reading assignment for today

Jackson, A. & Sharman, J. (2002). Constructing family-friendly careers: Mothers' experiences. *Journal of Counseling and Development, 80*, 180-187.



Jackson & Scharman 2002.pdf Download

W **No Classes**

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Th **Thanksgiving Holiday**

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Career

Counseli

ng Paper

27

Thu
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Th **Personality & Self-Efficacy; Social Cognitive Theory; Guest**
De **Presenter: Dr. Cynthia Wong**

Thoughts
and
application
notes

04 **View** (12 minutes):

Thu http://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence
rsd
ay

Th **Program Development, ethics, and guidelines**

Thoughts
and
application
notes

De **Read before class:** "Effectiveness of career counseling: A one year
c follow-up"
11

Thu • <http://www.sciencedirect.com/science/article/pii/S0001879111001187>

Discussion Leader
Thoughts and Application Notes

"Demonstrating how career services contribute to student learning"

• <http://illinois.edu/blog/view/915/82661>

Review before class:

• <http://www.nacweb.org/knowledge/professional-standards-for-college-and-university-career-services.aspx>

• http://www.ncda.org/aws/NCDA/asset_manager/get_file/3395

• http://www.nacweb.org/legal/faculty_guide/

"Best practices for Career Service Centers":

• <http://www.hanoverresearch.com/wp-content/uploads/2012/04/Best-Practices-in-Career->

Services-for-Graduating-Students-Membership.pdf

“10 future trends in college career services”:

- <https://www.linkedin.com/pulse/article/20140715120812-11822737-10-future-trends-in-college-career-services>

View:

- <http://ed.ted.com/lessons/neil-gaiman-at-the-university-of-the-arts-commencement-2012>

M Final Exam:
De 341 MCKB
c 7:00am - 10:00am
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