

Brigham Young University
CAREER DEVELOPMENT AND ASSESSMENT
CPSE 644, Fall 2017

Instructor: Steve Smith, Ph.D.
2514 WSC
422-3779
steve_smith@byu.edu

Required Text:

Sharf, R.S. (2014). *Applying career development theory to counseling, 6th edition.*
Belmont, CA: Brooks/Cole

Course Objectives

1. Understand some of the theories of career development and decision making.
2. Learn the importance of vocational issues in psychological development.
3. Develop a philosophy of advising/counseling that incorporates vocational issues.
4. Develop beginning skills to facilitate appropriate vocational interventions for students.
5. Learn about relevant career inventories and how to integrate them into advising.
6. Learn how career counseling is an aspect of advising/counseling— not a separate endeavor.
7. Learn how both formal and informal career assessments are integrated into advising/counseling.
8. Gain some multicultural career experience/awareness with regard to career counseling.
9. Explore program development and assessment in delivery of career services.
10. Develop some beginning career counseling skills to be applied to advising.
11. Learn ethical standards and competencies in the field of career development.
12. Appreciate the value of effective information gathering sources and interventions.

Assignments

Readings

Readings should be completed prior to coming to class. As you read, please construct a test question (short essay) for each of the articles/chapters and bring it with you to the next class. These questions will be used to stimulate class discussion and some will be selected for use on the exams.

Assessments & Self-Assessment Report (100 points)

The paper and pencil assessments (**Strong Interest Inventory--SII, Myers-Briggs Type Indicator-MBTI, and Type Focus**) can be purchased and completed at the Career Studio, 2490 WSC. Please take the assessments as soon as possible so they will be scored and the summary printouts will be available for our class discussion.

Using the assessments assigned and any others you think are relevant conduct a career assessment of yourself. Use any appropriate format to report the results of your assessment. It should include a complete history, assessment results, integration/synthesis, and recommendations/plans. The written report should be in a form you would use in a professional setting. The instructor will provide you with a template.

Career Research, Job Shadow, & Information Interview (100 points)

This assignment is an opportunity to place yourself in your students' shoes. You are to do an exploration of a particular career in which you may have an interest. To complete the assignment you need to do the following:

1. Research the particular career online and include the following information:
 - a. Job outlook
 - b. Training required
 - i. What training is required
 - ii. Where can one get the training
 - iii. Where is the best available training
 - c. Salary
 - d. What is the "Holland code" of this particular career
 - e. Where one can be employed with this career
 - f. What is the outlook for employment for this career
 - g. Is it "family friendly"
 - i. What percentage of men employed
 - ii. What percentage of women employed
2. Do a half day (four hour) job shadow with an individual established in the career
3. Conduct an interview with an individual established in the career (this can be done at the same time as the job shadow)
4. Write your findings in a 7 to 8 page paper

Paper (100 points)

Write a paper explaining what you believe is the role and function of a counselor/advisor regarding vocational development in university education. Describe the means of change or development in philosophical and/or theoretical terms. Include appropriate rationale and references for your opinions. Also, describe what you believe the outcomes should be if that role is fulfilled. Again, these anticipated outcomes should be based on existing research and/or a clear scholarly rationale. The paper should follow APA publication guidelines. The paper should be 7 to 8 pages.

OR

Write a paper describing the most painful career story you can discover in your family history. Use your knowledge of counseling theories to interpret the story and describe interventions that you believe might have helped this person to have a more meaningful work experience. The paper should be 7 to 8 pages.

Career Exploration Activity (100 points)

Work alone or with a partner to create a vocational exploration activity that is appropriate for the students with whom you are most likely to work. The activity should encourage creative thinking about vocations and should push students to expand their perceptions of available or appropriate careers, or foster self-understanding that is relevant to career development. The rationale for the activity should be clearly tied to the theories and/or ideas discussed in class and should be relevant to the developmental level of the age group with whom you are working. The activity can be one you conduct with an individual, in a small group, or with an entire class. You will present the activity to the class.

The presentation should include (1) a description of the rationale and the link of the activity to theory, (2) developmental & cultural underpinnings of the activity, (3) a PowerPoint presentation describing 1 & 2, and (4) presentation of the activity itself— either conducted with the class or demonstrated for the class. Submit a brief outline of the activity that clearly identifies the theoretical rationale for the activity, a detailed description of how to organize the activity, the expected outcomes, and some ideas about how to assess the outcomes.

Tests (100 points each)

There will be two exams. The midterm exam is a take home exam. The final will be comprehensive. Both exams are 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 short essay.

Grades

Grades will be based on the percentage of points earned, i.e., >90% = A, >80% = B, etc. Grades may be adjusted for participation and/or attendance. Points will be deducted for late assignments.

PREVENTING & RESPONDING TO SEXUAL MISCONDUCT

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

STUDENTS WITH DISABILITIES

If you have a disability that may affect your performance in this course, you should contact the University Accessibility Center (801-422-2767; 2170 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Fall 2017 Schedule

Date	Topics	Assignment	Due
September			
7	Introduction, History, Advising/Counseling	Chapter 1	
14	Trait and Factor Theory Theory of Work Adjustment Discussion of Career Fair Activity	Chapters 2 to 4 Career or STEM Fair	
21	Holland Career Assessments & Information Interviews	Chapters 5 & 6	
28	Circumscription & Compromise	Chapter 7 Gottfredson Reading	Complete all assessments
October			
5	Career Assessments Life Span Development, Super	Chapters 7 & 8	
12	Life Span Development, Super	Chapters 9 & 10	
19	Personality & Self-Efficacy Career Exploration with Religious Persons	Bandura Reading	Assessment Paper Midterm take home
26	Social Learning Theory & Social Cognitive Theory	Chapters 12 & 13	
November			
2	Family Systems Career Constructivist Approaches/Savickas	Chapter 11	Midterm exam due
9	Gender Issues & LDS Culture Family-friendly policies	Reading TBD	
16	Career Activities Working with minorities		Job Shadow Paper due Career Activities
23	Thanksgiving Holiday: No Class		
30	Career Activities Working with minorities	Chapter. 11	Career Activities
December			
7	Resumes & Interview Skills Ethical Considerations	Chapter 1	
14	Career as a calling Counseling and Career Counseling	Richardson Reading	Career Paper due
Final Exam	Monday December 18, 4:00 to 7:00		