

CPSE 644 - Career Dev/Assess

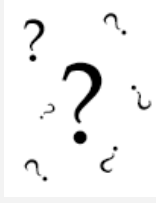
Fall 2016

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Course Information

COURSE 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 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

Item		Price (new)	Price (used)
	APPLYING CAREER DEV THEORY TO COUNSELING 6E <i>Required</i> by SHARF, R	228.70	171.55

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.

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.

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.

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

Mid-Term

Due: Thursday, Oct 20 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, Nov 03 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 10 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/Advising Observations

Due: Thursday, Dec 08 at 11:59 pm

Career Counseling/Advising Observations

- **You are asked to observe 3 sessions of career counseling/advising and then write up your observations.** I have arranged with the University Advisement Center (2500 WSC) to let you observe them providing career advising/counseling/inventory interpretations. If you want to observe career counseling occurring at UVU, Deseret Industries, or some other setting you may also work that out with them. If you decide to observe career counseling/advising in the University Advisement Center, you will be asked to contact Patrice Carey (801) 422-2688 patrice_carey@byu.edu the day you want to observe. They try to see students within a 24 hour time frame. She will then look up the appointments that are coded career, career choosing a major, or career test interpretation. You will be told the time and the advisor they are meeting with. It will be your responsibility to call or email them to see if it would be okay with that advisor if you observe the session.
- Make sure you submit your notes from these observations by the due date.
- Here are some things to comment upon in your notes: what was the nature of the need expressed by the student? What was the attitude or approach of the student? What do

you think went well? What do you think might have been done to be more helpful? What did you learn from this experience? (List the date and the advisor/counselor you observed for each observation.

Final Exam

Due: Thursday, Dec 08 at 11:59 pm

Here is the final exam:

Final Exam 2015.doc Download

Thoughts and Application Notes

Due: Thursday, Dec 08 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).

Chapter Questions

Due: Thursday, Dec 08 at 11:59 pm

Chapter Questions

- You will be asked to read the assigned chapter and formulate 3 discussion questions arising from the reading. ***You will submit these by email before each class period of the assigned reading.*** Make sure you have a copy you can use in class, since we will use that to help us engage in effective learning discussions.
- I have attached some additional readings for each class period. *I will ask for volunteers to take responsibility for reading an article and then summarizing and teaching the class the main ideas from the article (about 10 minutes of class time).* ***Send me a copy of your notes from the reading after 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 Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

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	Column 1
Th Sep 01 Thursday	<p data-bbox="384 1659 1329 1697"><i>Introduction, course review, history of career development, issues/questions</i></p> <p data-bbox="384 1727 1329 1794">Review Career Development History History of Career Counseling and Development (2014).pptx Download</p> <p data-bbox="384 1823 1329 1890">Career Questions and Issues Career Discussion Questions (2016).pptx Download</p> <p data-bbox="384 1919 1329 1973">Career Counseling role play</p>

View Mark Savickas' NCDA keynote address (51 minutes):
<https://www.youtube.com/watch?v=rJC6e2caZ6E>

Here is another link to a fascinating hour and a half interview with Mark Savickas that also informs y
<https://www.youtube.com/watch?v=ujM3JCA8j-E>

View Dick Bolles story (author of "What Color is Your Parachute?") (34 minutes):
<https://www.youtube.com/watch?v=M6piFMiypPE>

Here is another from Dick Bolles on "How to Decide What You'll Be Doing Five Years from Now."
<https://www.youtube.com/watch?v=oeP6Pm3Xf-8>

Reading assignment for today

Read Chapter 1

Counseling Skills Role Plays

Practicing Basic Helping Skills (HandoutR).docx Download

Th Sep 08
Thursday

Career Development in Childhood & Adolescence (Super's Developmental Model & Gottfredson's

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)

Reading assignment for today

Read Chapters 7 & 8

Role Play (Initial Contact)

Role Plays - First contact.docx Download

Th Sep 15
Thursday

College student and Adult Career Development/Adult Career Crises and Transitions

Super's Life Career Rainbow/Adult Life Stages/Career Patterns of Women

Schlossberg's theory of transitions/Models of Transition and crises

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)

Reading assignment for today

Read Chapters 9

Th Sep 22
Thursday

Trait and Factor Theory, Holland's Theory of Types, & Occupational Information and Theory

View Dick Bolles (5 Minutes): <https://www.youtube.com/watch?v=at0p2FiJoXY>

Gaining self understanding (aptitudes, achievement, interests, values, personality)

Obtaining knowledge about the World of Work (Types of occupational information, classification systems)

Integrating information about oneself and the World of Work (applying this to women and cultural diversity)

Diamond Model

Vaughn Diagram Diamond Model.pptx Download

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/>

<http://ncda.org/aws/NCDA/pt/sp/resources>

<https://ccc.byu.edu/>

Career Counseling Circle (*Getting started*: Identifying concerns and issues, exploring beliefs and attitudes, **the card sort procedure**)

Reading assignment for today

Read Chapters 2 & 3

Th Sep 29
Thursday

Visit the STEM Career Fair (WSC Ballroom) and then meet back in class at 1:00 p.m.

Discuss thoughts about the career fair as a career intervention

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

Strong Interest Inventory (SII) (\$10.00)

Strong Interest Inventory (2015).pptx Download

Campbell Interest and Skills Survey (CISS) (\$11.00)

Campbell Interest and Skills Survey (2008).pptx Download

Myers-Briggs Type Inventory (MBTI) (\$16.00)

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 Oct 06
Thursday

Work Adjustment Theory

Dawis & Loftquist

Assessment

Measuring requirements and conditions of occupations

Matching abilities, values, & reinforcers

Job adjustment counseling

https://careersintheory.files.wordpress.com/2009/10/theories_twa.pdf

<https://prezi.com/rg9-rjofojey/theory-of-work-adjustment/>

Holland's Theory of Types

Holland's Theory

Holland.ppt Download

John Holland's Contribution article

John Holland's Contributions A Theory-Ridden Approach to Career Assistance (2009).pdf Download

Gottfredson, G. D., & Johnstun, M. L. (2009). John Holland's contributions: A theory-ridden approach

Holland's theory of types

Six types

Congruence

Differentiation

Consistency

Identity

Reading assignment for today

Read Chapters 4 & 5

Th Oct 13
Thursday

Constructivist and Narrative Approaches to Career Development

View Mark Savickas' keynote address (40 minutes):
<https://www.youtube.com/watch?v=uqz-5ny8T-s>

Savickas' Constructivist Model

Constructivist Career Counseling Theories (2014).pptx Download

Narrative Career Counseling

Narrative Career Counseling (2014).pptx Download

Link to Career-O-Gram article:

<http://onlinelibrary.wiley.com/doi/10.1002/j.2161-0045.2001.tb00957.x/epdf>

Before class: Read "Career Adaptability" by Mark Savickas

<http://onlinelibrary.wiley.com/doi/10.1002/j.2161-0045.1997.tb00469.x/pdf>

Savickas, M. L. (). Career adaptability: An integrative construct for life-span, life-space theory . *The*
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

Taber, B. J., Hartung, P. J., Briddick, H., Briddick, W. C., & Rehfuss, M. C. (2011). Career style into
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, explorin

Reading assignment for today

Read Chapter 11 and readings

Th Oct 20
Thursday

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%20](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%20)

Relational Approaches to Career Development/Social Cognitive Career Theory

Textbook Slides

Instructor Textbook slides (11-5-14).ppt Download

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 (*Promoting action: setting goals, assessing readiness to change, exploring take ownership, career as something they create*)

Reading assignment for today

Read Chapters 12 & 14

Th Oct 27
Thursday

Krumboltz’s Social Learning Theory/Planned Happenstance

Krumboltz’s Theory (2008).pptx Download

Read the following:

Link to Planned Happenstance Article

Planned Happenstance.doc Download

Mitchell, K.E., Levin, A. S., & Krumboltz, J. D. (199). Planned happenstance: Constructing unexpected

The Happenstance Learning Theory (John Krumboltz 2009)

The Happenstance Learning Theory Krumboltz 2009.pdf Download

Krumboltz, J. D. (2009). The happenstance learning theory. *Journal of Career Assessment*, 17(2), 13

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>

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

Reading assignment for today

Read Chapter 13 and readings

Th Nov 03
Thursday

Career Decision-Making Approaches/ Theories in Combination
Career Decision Making Approaches (Chapter 15).pptx Download

Watch and Discuss - "*The Art of Choosing*"

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

Watch and discuss - "*How to Make Hard Choices*"

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

Read:

The Tyranny of Choice (Barry Schwartz)

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

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

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

Reading assignment for today

Read Chapters 15 & 16 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*

Read "Positive Uncertainty..."

Positive Uncertainty HB Gelatt 1989.pdf Download

Gelatt, H.B. (1989). Positive uncertainty: A new decision-making framework for counseling. *Journ*

Th Nov 10
Thursday

Social Cognitive Theory

Gail Hackett's PPT on SCCT (she is one of the authors)

Social Cognitive Career Theory February 2013 (Gail Hackett).ppt Download

Social Cognitive Career Theory Brief

Social Cognitive Career Theory Brief (2014).doc Download

View (12 minutes): http://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence

Myers-Briggs Type Theory

Perceiving and judging

Extraversion and introversion

Sixteen personality types

Dominant and Auxiliary processes

Read Chapters 14 & 6

Th Nov 17
Thursday

Gender Issues & LDS Culture; Family-friendly work; Guest Presenter: Dr. Melissa Jones

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

Proclamation on the Family

<https://www.lds.org/topics/family-proclamation>

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

Reading assignment for today

Jackson, A. & Sharman, J. (2002). Constructing family-friendly careers: Mothers' experiences. *Journ*
Jackson & Scharman 2002.pdf [Download](#)

W Nov 23
Wednesday

No Classes

Th Nov 24
Thursday

Thanksgiving Holiday

Thanksgiving

Th Dec 01
Thursday

Literature Review Reports and Discussion

Th Dec 08
Thursday

Last Day of Fall Semester (08/29/2016 - 12/08/2016)

Program Development, ethics, and guidelines

Read before class: "Effectiveness of career counseling: A one year follow-up"

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

"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-service>

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>

"10 future trends in college career services":

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

View:

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

Final Exam:
355 MCKB
2:30pm - 5:30pm

F Dec 09 **Fall Exam Preparation (12/09/2016 - 12/09/2016)**
Friday

Sa Dec 10 **First Day of Fall Final Exams (12/10/2016 - 12/15/2016)**
Saturday

Final Exam:
355 MCKB
11:00am - 2:00pm