

## Instructor/TA Info

### Instructor Information

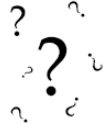
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## Course Information

### 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 and developing sensitivity to individual and cultural differences. 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)
 <u>Applying Career Dev Theory To Counseling 6E - Required</u> by Sharf, R	200.00	150.00

### 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 do not 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

### Mid-Term

Oct  
24

Due: Thursday, Oct 24 at 11:59 pm

### Mid-Term (120)

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

Nov  
07

Due: Thursday, Nov 07 at 11:59 pm

Here is the assignment:

- Assessments and Assessment Report (2019).docx [Download \(plugins/Upload/fileDownload.php?fileId=7f31e6a9-qa2T-1sA9-M1tf-jg86f81eae1e&pubhash=J6c01jdnU3STaHflsTqI4nQf\\_RYwpC3lls6uPheabJYjGgA21zNc6jUu7TkmlIWkhTiVacgZsuHzTKmcOPF7iw==\)](#)

Here a template for the report:

- Assessment Report Template (Steve Smith Revised - 2019).doc [Download \(plugins/Upload/fileDownload.php?fileId=5033defb-31dR-bmSB-mQdJ-s35aa84795ba&pubhash=i7zuBmc\\_J9qfnNlz1nR7bE81bRagGwUGNxSsnNFYUCa6N8dP34o84EfnFzSaELEZ5zZnMPLQZYL42eplocTw==\)](#)

## Your Career Story (so far)

Nov  
21

Due: Thursday, Nov 21 at 11:59 pm

### *Your Career Story (so far)*

**Purpose:** Analyze your own career development and apply theory to that analysis.

**Length:** 12 to 15 pages (double spaced).

**Assignment:** Understanding your own career story and the influences, themes, barriers, and aspirations you have and are encountering that help you to be aware of and sensitive to the issue your clients will come with in your career counseling practicum. Consider the influence of your genetics, the variety of cultural factors you were influenced by, family traditions/messages/rules/scripts, socioeconomic factors that might have led to privilege or lack thereof, friends who might have supported or encouraged you, and important role models that influenced you. See if you can identify themes that matter to you like the most important values driving you, interests that are attending to in your career, and skills/abilities that you have and are working on developing. Examine any barriers you have encountered (bullying, financial, family pressures, failures, lack of skill), the worries and anxieties you have or are experiencing (your confidence, your fears, the uncertainties and questions), and any disappointments or lost opportunities (I didn't make the HS team, didn't get a scholarship). Think about your dreams (ideals), goals (what you are willing to work for), and what you might want said about you at your funeral (which generally identifies the things that really mattered). Think about events, people, experiences and think about various stages in your life so far. What influenced your gender role thinking and prestige level aspirations? You might also reflect on any specific career assessments or interventions you were involved in in your elementary, middle school, or high school experiences. What chance or unplanned events have influenced you? Now add to these reflections why these had an impact and have led you to be the person you are currently and contributed to your career identity.

Because this class focuses on theory to help explain career development, choice, and adjustment I will expect you to integrate theory into your paper. You have the latitude to use the theories covered in this class or any psychological theories that help you explain your career development and direction. This is designed to help you understand and apply theory to real life as well as helping you to see how theory helps us to explain behavior and become more intentional in our work with our clients.

**Please reference at least 3 theories.**

**Evaluation Criteria:**

- *Quality of your writing*: 30%
- *Thoughtfulness of your analysis of your own career development*: 40%
- *Integration of theory to help explain your career development*: 30%

Said in another way, you can lose points for writing that is vague, unclear, unorganized, where the analysis seems superficial and unsophisticated, and the integration of theory is missing, not connected well to your experience, and does not demonstrate an understanding of the theory.

I hope you will find this assignment meaningful, insightful, and helpful to you and to those you will serve.

### Chapter Questions

Dec  
05

Due: Thursday, Dec 05 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.**

### Thoughts and Application Notes

Dec  
05

Due: Thursday, Dec 05 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).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

### Career Counseling/Advising Observations

Dec  
05

Due: Thursday, Dec 05 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 these sites on your own. If you decide to observe career counseling/advising in the University Advisement Center, you will be asked to contact Pam Huston (801) 422-5747 [pam\\_huston@byu.edu](mailto:pam_huston@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

Dec  
12

Due: Thursday, Dec 12 at 11:59 pm

Here is the final exam:

Final Exam 2015.doc [Download \(plugins/Upload/fileDownload.php?fileId=66bcafd4-hUZ3-NwUt-Zwiw-Cg4c68c37474&pubhash=fc7bEIMCFgUjpMUD1EktDVmFIYU0j0K3uo7rHgoHhDfDF1iRtTucLNOjOqSAfOtlWt7LYPHTx6M04FGYSURpw==\)](https://www.dropbox.com/s/Cg4c68c37474&pubhash=fc7bEIMCFgUjpMUD1EktDVmFIYU0j0K3uo7rHgoHhDfDF1iRtTucLNOjOqSAfOtlWt7LYPHTx6M04FGYSURpw==)

### Interventions and Applications Compilation

Dec  
12

Due: Thursday, Dec 12 at 11:59 pm

With each class period and the accompanying readings you will be asked to send me your thoughts and application ideas. This assignment is based on those application thoughts. Create possible interventions you could use with your clients. For example, using a card sort to facilitate an exploration of interests or values or having clients write three success experiences and the skills that they demonstrated in those success experiences. They can be standard/traditional kind of interventions or creative/unique applications. This is to help you think about how to apply the theories we will cover in this course. Turn in a compilation of all of the interventions you have created before the time of the scheduled final exam. I expect at least 25 interventions.

It is probably easier if you create this as you go through the course rather than compile it at the end.

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to adhere to all of their academic work, 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**

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 [9coordinator@byu.edu](mailto:9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<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> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

### **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.

### **Mental Health Concerns**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

### **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
Week 1	

**Introduction, course review, history of career development, issues/questions**

**Career Counseling role play**

**Review** Career Development History

- History of Career Counseling and Development (2019).pptx [Download](#)

**Career Questions and Issues**

- Career Discussion Questions (2016).pptx [Download](#)

**View** Mark Savickas' NCDCA 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 you about his remarkable mentoring from the experts in the field. **NOTES ON THE THINGS THAT REALLY STOOD OUT TO YOU. WE WILL DISCUSS THIS IN CLASS.**

- <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." (We won't watch this as a class, but you can on your own)

- <https://www.youtube.com/watch?v=oeP6Pm3Xf-8>

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**Reading assignment for today**

**Read** Chapter 1 *Introduction*

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**Counseling Skills Role Plays**

- Practicing Basic Helping Skills (HandoutR).docx [Download](#)

**Role Play (Initial Contact)**

- Role Plays - First contact.docx [Download](#)
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**Career Development in Childhood & Adolescence** (Super's Developmental Model & Gottfredson's Theory of Self-Creation, Circums

**Review and discuss Chapter 7 Career Development in Childhood & Chapter 8 Adolescent Career Development**

Super's Model of Career Development for Children (2017).pptx [Download](#)

Linda Gottfredson (Theory 2008 Steve Smith).ppt [Download](#)

Super's Theory (2017).pptx [Download](#)

**View** (14 minutes):

- [http://www.ted.com/talks/sarah\\_jayne\\_blakemore\\_the\\_mysterious\\_workings\\_of\\_the\\_adolescent\\_brain](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=HN_kPI16LEk)
- <https://www.youtube.com/watch?v=HRBYTFFYsCE>
- [https://www.youtube.com/watch?v=ru\\_u\\_Z9irBo](https://www.youtube.com/watch?v=ru_u_Z9irBo)

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

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**Reading assignment for today**

**Read Chapter 7 Career Development in Childhood & Chapter 8 Adolescent Career Development**

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

- Super's Life Career Rainbow/Adult Life Stages/Career Patterns of Women
  - Super's Theory (2016).pptx [Download](#)
  
- Schlossberg's theory of transitions/Models of Transition and crises
  - Schlossberg Transition Theory.pdf [Download](#)
  - <https://www.youtube.com/watch?v=dSjNMCyVE-E>
  - A Model for Analyzing Human Adaptation to Transition - Schlossberg - 1981.pdf [Download](#)
  
- Hopson and Adams's Model of Adult Transitions
  - <https://www.slideshare.net/suechowhry/transition-cycle>
  
- 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](http://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20?language=en)



MegJay\_2013-480p (Thirties is not the new twenties).mp4

**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](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)

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### Reading assignment for today

**Read Chapter 9** *Late Adolescent and Adult Career Development* & **Chapter 10** *Adult Career Crises and Transitions*

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**CAREER ASSESSMENT ASSIGNMENT** (For October 3rd)

**Take Career Assessment to be reviewed in class on Thursday, October 3rd. They need to be completed at least 3 days before in order to make sense of them:** <https://universityadvisement.byu.edu/career-assessments>

- The Strong Interest Inventory (SII) costs \$10.00
- The Myers Briggs Type Inventory (MBTI) costs \$17.00
- The TypeFocus is free

**Please take all 3.** I will bring them to class with me on October 3rd, where we will interpret them and talk about psychometrics of the inventories.

Week 4

Th Sep 26 Thursday

**Visit the STEM Career Fair ([STEM Fair and General Career Fair link](#)) (WSC Ballroom) and then meet back in class at**

**Discuss** thoughts about the career fair as a career intervention

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### **Trait and Factor Theory & Occupational Information and Theory**

**View** Dick Bolles (5 Minutes):

- [Becoming an Information Expert](#)

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

### Free assessments

- [List and links to free assessments](#)
- [Monter.com's list of free assessments](#)
- [Another list of free assessments](#)

### Skills Assessment

- [CareerOneStop \(Dept. of Labor\) skills assessment](#)
- [Career Skills Assessment Exercise](#)

### Interests Assessment

- [CareerOneStop \(Dept. of Labor\) Interest assessment](#)

### Values Assessment

- [CareerOneStop \(Dept. of Labor\) Work Values Assessment](#)
- [Work Values Test](#)

- **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 culturally diverse populations)

- **Diamond Model**

- Vaughn Diagram Diamond Model.pptx [Download](#)

- **Labor Market (U.S.)**

- Occupational Outlook Handbooks and ONET
- Youth employment (**review pages 66-68**)
- Status Attainment Theory (**review pages 70-71**)
  - Sociological theory (Blau & Duncan 1967)
    - Identified 4 variables
      - Antecedent variables (Father's educational attainment and occupational status)
      - Intervening variables (educational attainment and first job status)

- The model posited that the social status of an individual's parents affects the level the level of education attained, which in turn, effects the o

- Human Capital Theory (**Review pages 73-74**)

- [Human Capital Theory presentation](#)

- 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://www.doleta.gov/programs/onet/eta\\_default.cfm](https://www.doleta.gov/programs/onet/eta_default.cfm)



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

- [BYU University Career Services](#)

**Career Counseling Circle** (*Getting started*: Identifying concerns and issues, exploring beliefs and desires, assessing what they have already done) **procedure**)

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### Reading assignment for today

**Read Chapter 2** *Trait and Factor Theory* & **Chapter 3** *Occupations: Information and Theory*

Week 5

Th Oct 03 Thursday

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

- [Strong Interest Inventory Information site](#)
- **Strong Interest Inventory (SII)** (\$10.00)
  - Strong Interest Inventory PowerPoint Strong Interest Inventory (2016).pptx [Download](#)
  - Strong Interest Inventory Manual Supplement <https://www.psychometrics.com/wp-content/uploads/2017/05/strong-manual-supplement-occupation-interest-inventory-manual-supplement.pdf>
- **Campbell Interest and Skills Survey (CISS) (Discontinued)**
  - Campbell Interest and Skills Survey Campbell Interest and Skills Survey (2016).pptx [Download](#)
  - <http://psychology.iresearchnet.com/counseling-psychology/career-assessment/campbell-interest-and-skill-survey/>
- **Myers-Briggs Type Inventory (MBTI)** (\$17.00)
  - Myers-Briggs Type Inventory (2008).pptx [Download](#)
  - Myers-Briggs website <http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>
  - <http://www.nigc.ir/Portal/File/ShowFile.aspx?ID=fb89969e-ea21-42a5-a6d9-ec624be13939>
- **O\*NET Interest Profiler**
  - <https://www.onetcenter.org/IP.html>
- **VIA Character Strengths** (Free)
  - <http://www.viacharacter.org/www/The-Survey>
  - Character strengths and career <https://www.psychologytoday.com/blog/what-matters-most/201409/character-strengths-and-your-career>
  - Character strengths in the workplace <https://www.viacharacter.org/www/Research/VIA-Character-Strengths-in-the-Workplace>
- **TypeFocus**
  - <https://ucs.byu.edu/node/196>

Week 6

## Discuss Career Assessment Assignment

### **Work Adjustment Theory**

#### **Dawis & Loftquist**

- <https://www.youtube.com/watch?v=BNuD1AAH4PA>
- Assessment
  - General Aptitude Test Battery (GATB) <http://career.iresearchnet.com/career-assessment/general-aptitude-test-battery-gatb/>
  - Free aptitude practice tests <https://www.psychometricinstitute.com.au/Free-Aptitude-Tests.asp> or <https://www.personality-and-aptitude-career-test.com/>
  - Minnesota Importance Questionnaire <http://career.iresearchnet.com/career-assessment/general-aptitude-test-battery-gatb/>
  - Minnesota Importance Questionnaire <http://vpr.psych.umn.edu/instruments/miq-minnesota-importance-questionnaire>
  - Ability Profiler (O\*Net) [http://www.bridges.com/us/prod/serv/abilityprofiler\\_hs/more/adminguide\\_ap\\_usa.pdf](http://www.bridges.com/us/prod/serv/abilityprofiler_hs/more/adminguide_ap_usa.pdf)
- Measuring requirements and conditions of occupations
- Matching abilities, values, & reinforcers
- Job adjustment counseling
- [https://careersintheory.files.wordpress.com/2009/10/theories\\_twa.pdf](https://careersintheory.files.wordpress.com/2009/10/theories_twa.pdf)
- <https://prezi.com/rq9-rjofojej/theory-of-work-adjustment/>
- Monty Python (John Cleese job interview) <https://www.youtube.com/watch?v=SUEIWPp4UOA>
  
- Uncovering the Power of Personality to Shape Income
  - Uncovering the Power of Personality to Shape Income (2017).pdf [Download](#)

### **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 to career assistance. *The Career Development Quarterly*, 57(4), 303-314.

- **Holland's theory of types**

- Six types
  - Congruence
  - Differentiation
  - Consistency
  - Identity
- 

#### **Reading assignment for today**

**Read Chapter 4 Work Adjustment Theory & Chapter 5 Holland's Theory of Types**

## 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 (2019).pptx [Download](#)

### Narrative Career Counseling

- Narrative Career Counseling (2019).pptx [Download](#)
- <http://www.careerguidanceandcounseling.com/narratives-and-career-developm/>

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 Career Development Quarterly*, 45(3), 247-259. DOI: 10.1002/1532-0023(200109)45:3<247::AID-COAR247>3.0.CO;2-3

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](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., & Reh fuss, M. C. (2011). Career style interview: A contextualized approach to career counseling. *Journal of Career Assessment*, 19(1), 10-24. DOI: 10.1177/1073426910389111

and

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

Link to "My Story" workbook:

[http://www.vocopher.com/CSI/CCI\\_workbook.pdf](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](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, providing feedback)

### Reading assignment for today

**Read Chapter 11** *Constructivist and Narrative Approaches to Career Development* and **Additional readings** (given above)

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%20pr](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%20pr)

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## 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](http://www.ted.com/talks/david_brooks_the_social_animal)

View "Forget the Pecking Order at Work" (Margaret Heffernan) (16 minutes):

- [https://www.ted.com/talks/margaret\\_heffernan\\_why\\_it\\_s\\_time\\_to\\_forget\\_the\\_pecking\\_order\\_at\\_work](https://www.ted.com/talks/margaret_heffernan_why_it_s_time_to_forget_the_pecking_order_at_work)

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](http://www.ted.com/talks/david_brooks_the_social_animal)

**Career Counseling Circle** (*Promoting action*: setting goals, assessing readiness to change, exploring decision making, assigning homework, p something they create)

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### Reading assignment for today

Read Chapter 12 *Relational Approaches to Career Development*

## Krumboltz's Social Learning Theory/Planned Happenstance

- Krumboltz's Theory (2008).pptx [Download](#)

**Read the following:** (I think you will find both these readings very practical and useful and not just theory)

Link to Planned Happenstance Article

- [Planned Happenstance: Constructing Unexpected Career Opportunities](#)
- Planned Happenstance.doc [Download](#) (just in case the other link does not work)

Mitchell, K.E., Levin, A. S., & Krumboltz, J. D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling & Development*, 77(2), 135-154. DOI: 10.1177/1069072708328861

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), 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>

**Another related approach "Designing Your Life" (Bill Burnett):**

- <https://www.youtube.com/watch?v=SemHh0n19LA>

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

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### Reading assignment for today

**Read Chapter 13** *Krumboltz's Social Learning Theory* and **Additional readings** (identified above)

## 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](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](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, confidence*)

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### Reading assignment for today

**Read Chapter 15 Career Decision-Making Approaches & Chapter 16 Theories in Combination and Additional readings both above and below**

**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:10.1037/0022-006X.36.2.252

## Gender Issues & LDS Culture; Family-friendly work

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

- [http://www.ted.com/talks/sheryl\\_sandberg\\_why\\_we\\_have\\_too\\_few\\_women\\_leaders](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](http://www.ted.com/talks/anne_marie_slaughter_can_we_all_have_it_all)
- <https://www.youtube.com/watch?v=79tRTivyMSM>

### Proclamation on the Family

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

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

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### Reading assignment for today

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

- *Jackson & Scharman 2002.pdf* [Download](#)

## 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 (Robert Lent) SCCT (2016).ppt [Download](#)

### Social Cognitive Career Theory Brief

- Social Cognitive Career Theory Brief (2014).doc [Download](#)

### Hope theory is related to SCCT: Agency, Pathways, and Goals

- <https://teachingpsychology.files.wordpress.com/2012/02/hope-theory.pdf>
- Screen-Shot-2015-04-14-at-11.32.46-AM (Hope Model).png [Download](#)
- Agency\_and\_Pathways.png [Download](#)

**View** (12 minutes): [http://www.ted.com/talks/david\\_kelley\\_how\\_to\\_build\\_your\\_creative\\_confidence](http://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence)

**View** (6 minutes):

[https://www.ted.com/talks/angela\\_lee\\_duckworth\\_grit\\_the\\_power\\_of\\_passion\\_and\\_perseverance](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance)

**View** (54 minutes): Kelly McGonigal "The Willpower Instinct"

<https://www.youtube.com/watch?v=V5BXuZL1HAg>

**View** (18 minutes): Brian Johnson about "Act as If Principle"

<https://www.youtube.com/watch?v=RE0Qb-QjsA8>

## Myers-Briggs Type Theory

**View** (3 minutes)

[https://www.youtube.com/watch?v=UJG1sTJ\\_QE](https://www.youtube.com/watch?v=UJG1sTJ_QE)

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

**Wikipedia (actually pretty complete)**

[https://en.wikipedia.org/wiki/Myers%E2%80%93Briggs\\_Type\\_Indicator](https://en.wikipedia.org/wiki/Myers%E2%80%93Briggs_Type_Indicator)

### MBTI Dominant and auxiliary processes

- <http://understandmyersbriggs.blogspot.com/2012/12/the-8-cognitive-functions.html>
- <http://mbtityday.org/about-the-mbti-indicator/exploring-type-beyond-the-four-letters/>
- <http://www.myersbriggs.org/my-mbti-personality-type/understanding-mbti-type-dynamics/the-dominant-function.htm>
- <http://typellogic.com/fa.html>

**Read** Chapter 14 *Social Cognitive Theory* & 6 *Myers-Briggs Type Theory*

Week 13

Th Nov 28 Thursday

**Thanksgiving Holiday**

Week 14



Th Dec 05 Thursday	<b>Sharing your Career Stories in class</b>
Week 15	
Th Dec 12 Thursday	<p><b>Program Development, ethics, and guidelines</b></p> <p><b>Read before class:</b> "Effectiveness of career counseling: A one year follow-up"</p> <ul style="list-style-type: none"> <li>• <a href="http://www.sciencedirect.com/science/article/pii/S0001879111001187">http://www.sciencedirect.com/science/article/pii/S0001879111001187</a></li> </ul> <p>"Demonstrating how career services contribute to student learning"</p> <ul style="list-style-type: none"> <li>• <a href="http://illinois.edu/blog/view/915/82661">http://illinois.edu/blog/view/915/82661</a></li> </ul> <p><b>Review before class:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.naceweb.org/knowledge/professional-standards-for-college-and-university-career-services.aspx">http://www.naceweb.org/knowledge/professional-standards-for-college-and-university-career-services.aspx</a></li> <li>• <a href="http://www.ncda.org/aws/NCDA/asset_manager/get_file/3395">http://www.ncda.org/aws/NCDA/asset_manager/get_file/3395</a></li> <li>• <a href="http://www.naceweb.org/legal/faculty_guide/">http://www.naceweb.org/legal/faculty_guide/</a></li> </ul> <p>"Best practices for Career Service Centers":</p> <ul style="list-style-type: none"> <li>• <a href="http://www.hanoverresearch.com/wp-content/uploads/2012/04/Best-Practices-in-Career-Services-for-Graduating-Students-Membership.pdf">http://www.hanoverresearch.com/wp-content/uploads/2012/04/Best-Practices-in-Career-Services-for-Graduating-Students-Membership.pdf</a></li> </ul> <p>"10 future trends in college career services":</p> <ul style="list-style-type: none"> <li>• <a href="https://www.linkedin.com/pulse/article/20140715120812-11822737-10-future-trends-in-college-career-services">https://www.linkedin.com/pulse/article/20140715120812-11822737-10-future-trends-in-college-career-services</a></li> </ul> <p><b>View:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://ed.ted.com/lessons/neil-gaiman-at-the-university-of-the-arts-commencement-2012">http://ed.ted.com/lessons/neil-gaiman-at-the-university-of-the-arts-commencement-2012</a></li> </ul> <p>Final Exam: 355 MCKB 11:00am - 2:00pm</p>
F Dec 13 Friday	<b>Fall Exam Preparation (12/13/2019 - 12/13/2019)</b>
Sa Dec 14 Saturday	<b>First Day of Fall Final Exams (12/14/2019 - 12/19/2019)</b>
	<p>Final Exam: 355 MCKB 11:00am - 2:00pm</p>