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CO680 Career Counseling

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CO680 – CAREER COUNSELING (DRAFT)

3 credit hours

Enrollment: up to 25

Instructor: Sally Foster, M.A., NCC, MCC
Class Time: Tuesdays 6:00 – 8:45
Daytime Phone: 257-9876
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This class is intended to be a foundational course in career counseling that will equip students with the necessary knowledge and skills for performing career development and counseling services in a variety of settings. The course incorporates both theoretical and applied dimensions of career counseling. Though primarily designed for students in the MA Counseling program, the course would be valuable for students in other programs who work with adolescent and other populations.

COURSE OBJECTIVES

- Students will be knowledgeable regarding influential theories related to career development and career counseling.
- Students will explore theological implications of vocation and develop their personal philosophy/theology of calling.
- By the end of the course, students will understand a practical framework for providing career development services and possess skills to facilitate effective career counseling.
- In preparation for facilitating career counseling, students will learn about and gain experience with a variety of resources utilized within the counseling process such as assessment tools, career exploration resources, and job search strategies.

REQUIRED READINGS

Hardy, Lee. (1990). *The Fabric of This World: Inquiries into Calling, Career Choice, and the Design of Human Work*. Grand Rapids, Michigan: W.B. Eerdmans.

Zunker, Vernon G. (2006). *Career Counseling: A Holistic Approach*. Belmont, CA: Thomson Brooks/Cole.

RECOMMENDED READING

Brown, D. (2007). *Career Information, Career Counseling, and Career Development*. Needham Heights, MA: Allyn and Bacon.

COURSE SCHEDULE (subject to change)

Week 1/Feb. 12	Introductions/Course Overview History of Career Counseling and Present State of Profession Zunker 1, 18; Brown 1,18
Week 2/Feb. 19	Influential Theories of Career Development Zunker 2; Brown 2,3
Week 3/Feb. 26	Influential Theories of Career Development
Week 4/ March 4	Theological Perspectives on Calling Class Discussion Hardy text
Week 5/ March 11	Models of Career Counseling Practical Framework of Career Counseling Ethics in Career Counseling Zunker 3-4, 9; Brown 17
Week 6/March 18	<i>Mid-term Exam</i> Career Intake Process Zunker 5
Week 7/March 25	Career Assessment Strong Interest Inventory Zunker 6-7; Brown 6
Week 8/April 1	<i>READING WEEK</i> No Class
Week 9/April 8	Career Assessment Skills & Values Tools DiSC
Week 10/April 15	Career Exploration Career Decision Making Zunker 8; Brown 7-8, 13-14
Week 11/April 22	Action Steps Resume Writing Job Search Strategies Brown 10
Week 12/April 29	Action Steps Interviewing Skills Continuing Education Brown 9

Week 13/May 6

Presentations
Zunker 10-17, 19; Brown 4-5, 11-12

Week 14/May 13

Presentations

Week 15/TBA

Final Exam

COURSE REQUIREMENTS/PROJECTS

Attendance and participation

Regular class attendance is crucial and expected. If you should need to miss class due to a serious illness or emergency, please inform the instructor as soon as you can. Active participation is an important element of the learning environment. Students are expected to participate in class discussions and role plays in order to enrich the overall experience in the course.

Submitting assignments

Assignments should be submitted on Moodle. The deadline is 11:55 p.m. on the date the assignment is due. The Assessment Project/Paper and the Group Presentation are the exceptions. These two assignments should be turned in during class on the due dates.

Personal Philosophy/ Theology of Calling Paper (3-5 pages)

DUE March 4

- Detail your own experience with calling at this point in life.
- Develop and explain your personal understanding/theology/philosophy of calling.
- Site biblical references/stories that support your views.
- Site perspectives detailed in the Fabric of this World text by Hardy.
 - Which philosopher/theologian best aligns with your views of work?
- Site perspectives detailed in additional related readings as needed.
- Paper will be evaluated on how well you address the above components.

Assessment Project/Paper

DUE April 22

- Complete Newly Revised Strong Interest Inventory (Available through the Counseling Office. A fee of \$15 is due upon receipt of the assessment. Take the assessment and turn back into the Counseling Office to be scored. You must take the Strong by Feb. 26 in order to get it back in time for the related class lecture.)
- Complete the DiSC assessment (A self-scored assessment. Will be distributed in class. Needs to be completed and scored by April 8.)
- Complete values and skills inventories/exercises made available during class.
- Complete a summary paper which addresses the following (5-6 pages):
 - Discuss your career plans prior to taking the assessments.
 - Briefly summarize your results on the assessment tools .
 - Detail key themes that emerge from your results.
 - What do the assessment results suggest about your career plans?
 - If there are results/suggestions that you do not agree with or are not supportive of yours plans, how do you explain them?
 - In what ways were the assessment results helpful to you?

- How has your understanding of your calling been impacted by taking these assessments?
- Include your assessment results/reports with your paper. Turn in all materials in a folder.
- Paper will be evaluated on how well you address the requested items. Specific career plans and assessment results will not be evaluated as part of your grade.

Career Counseling Dyads Project

DUE May 6

- You will serve as both a “career counselor” and “client” by working in dyads on real career issues.
- Your “client” cannot also be your “career counselor.”
- Meet at least 5 times with your “client” for at least 45 minutes each session between March 19 and May 6.
- First session should focus on conducting a career intake.
- Assess goals and develop course of action for remaining sessions.
- Include an interpretation and discussion of Strong Interest Inventory results.
- Review any other assessment results if the “client” wants to and it is related to his/her goal.
- Include a resume review.
- Keep counseling notes.
- Turn in summary paper to address the following (6-7 pages):
 - Part One:
 - Summarize career intake information. Be sure to include relevant educational, work, family, and social history.
 - Summarize assessment results and discussion.
 - Summarize activities and techniques utilized during sessions and progress towards goals.
 - Detail key themes that emerge from the “client’s” sessions/situation.
 - Conclude by citing “client’s” strengths and recommended next steps.
 - Part Two:
 - Detail your experience as the “career counselor.” What were your strengths and challenges serving in this role?
 - Describe your style and theoretical approaches you brought into the sessions.
- Project will be evaluated on the following criteria:
 - Ability to summarize relevant/key issues from intake in a succinct way.
 - Usefulness of assessment summary/summaries.
 - Level of insight expressed by “career counselor” into key issues and themes in the case.
 - Addresses “Part Two” of the paper. Will not be grading on specific content—focus will be on whether you addressed the questions adequately.

Group Presentation

DUE May 6 or 13

- Students will divide into 5 groups to provide class presentation/lecture focused on 5 of the 7 career counseling populations listed below.
- Career Counseling Issues, Techniques, and Resources with the following populations:
 - Women
 - Men

- Elementary and secondary students
- College/university students
- Mid-life career changers
- Multicultural groups
- Individuals with disabilities
- Presentations should address the following:
 - Overview of key characteristics of the population
 - Key issues the population faces
 - Techniques and strategies suggested
 - Resources recommended for use with population
 - Include a detailed handout to distribute to the class during the presentation
- Presentation will be evaluated on the following criteria:
 - Quality of content
 - Delivery and presentation style
 - Class interaction
 - Quality of handout and visual materials

Exams

Two exams will be given – a mid-term exam and final exam. See course schedule for dates. Exams will cover material from the required textbooks and class lectures.

EVALUATION

Course grades will be determined in the following manner:

Personal Philosophy/ Theology of Calling Paper – 10%	DUE March 4
Mid-term Exam – 20%	March 18
Assessment Project – 15%	DUE April 22
Career Counseling Dyads Project – 15%	DUE May 6
Class Presentation – 10%	DUE May 6 or 13
Final Exam – 30%	TBA

Incompletes will only be granted for emergency situations beyond your control. Work commitments are not considered emergency situations.

Grade Ranges

A	94	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	Below 60

ADDITIONAL COURSE BIBLIOGRAPHY

Bolles, Richard Nelson. (2007). *What Color Is Your Parachute? 2008: A Practical Manual for Job-Hunters and Career Changers*. Ten Speed Press.

Brennfleck, Kevin & Brennfleck, Kay Marie. (2005). *Live Your Calling: A Practical Guide*

to Finding and Fulfilling Your Mission in Life. San Francisco: Jossey-Bass.

Guinness, Os. (1998). *The Call: Finding and Fulfilling the Central Purpose of Your Life*. W Publishing Group.

Holland, J.I. (1985). *Making Vocational Choices*. Englewood Cliffs, NJ: Prentice-Hall.

Liptak, John J. (2001). *Treatment Planning in Career Counseling*. Wadsworth.

Miller, Arthur F. Jr. (1999). *Why You Can't Be Anything You Want to Be*. Grand Rapids, MI: Zondervan Publishing.

Palmer, Parker J. (1990). *The Active Life – A Spirituality of Work, Creating, and Caring*. San Francisco: Jossey-Bass.

Palmer, Parker J. (2000). *Let Your Life Speak: Listening to the Voice of Vocation*. San Francisco: Jossey-Bass.

Parrott, Leslie & Parrott, Les. (1995). *The Career Counselor: Guidance for Planning Careers and Managing Career Crises*. Word, Incorporated.

Peterson, Nadene & Gonzalez, Roberto Cortez. (2000). *Career Counseling Models for Diverse Populations: Hands-on Applications by Practitioners*. Wadsworth.

Reardon, R., Lenz, J, Sampson, J, & Peterson, G. (2000). *Career Development and Planning: A Comprehensive Approach*. Wadsworth.

Savickas, M.L. (1993). Career counseling in the postmodern era. *Journal of Cognitive Psychotherapy: An International Quarterly*, 7,205-215.

Savickas, M.L. & Walsh, W.B. (Eds.). (1996). *Handbook of career counseling theory and practice*. Palo Alto, CA: Daview-Black

Sharf, Richard. (2002). *Applying Career Development Theory to Counseling*. Wadsworth Group.

Tieger, Paul D. & Barron, Barbara. (2007). *Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type*. Little, Brown and Company.