

1-1-2002

## CO 680 Career Counseling

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### Recommended Citation

Headley, Anthony J., "CO 680 Career Counseling" (2002). *Syllabi*. Book 1219.  
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## **CO 680- CAREER COUNSELING**

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Wednesday 8:00-10:45

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This is intended to be a foundational course in career counseling that will equip participants with the necessary knowledge and skills for performing such services in varied 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.

### **OBJECTIVES**

As a result of completing this course, students shall:

1. Develop a biblical and theological understanding of career and work as a foundational basis for career counseling.
2. Be aware of the major theoretical approaches to career counseling.
3. Become familiar with career development theories and their relationship to career decision-making.
4. Acquire skills and techniques related to career counseling.
5. Be familiar with a variety of tools used in career counseling including assessment inventories, computer programs, DOT manuals and similar materials.

### **REQUIRED READINGS**

Hardy, L. (1990). *The fabric of this world: inquiries into calling, career choice, and the design of human work*. Grand Rapids, Mich. : W.B. Eerdmans

Isaacson, L. E. & Brown, D. (2000). *Career Information, Career Counseling and Career Development*. Needham Heights, MA: Allyn and Bacon

## **REQUIREMENTS**

### **1. Active participation in class sessions.**

This means that regular class attendance is an expectation in this course. I understand that emergency situations may sometimes arise and lead to your absence. Absences should be restricted to these kinds of circumstances.

### **2. Career Counseling Project**

Each student will be required to complete a career counseling project involving at least 5 one-hour sessions. This project will be facilitated in one of two ways:

1. You may choose an individual from outside the class with whom to meet for the five required sessions.
2. You may choose to be paired with another class member for the project.

The focus of the sessions should be on some relevant career decision. The process may involve assisting the person with some career decision or reviewing a recent career decision. On completion of the 5 counseling sessions, each class member will write a minimum 5 page paper on the process. The paper should conform to the following outline:

#### **A. Conceptualization of Issue/ Diagnosis**

1. The identified issues and or problems focused on in the counseling
2. The identified counseling goals
3. The relationship of Christian issues to the career problem and as a means of illuminating it.

#### **B. Process**

1. The counselee's career decision-making process.
2. Any assessment procedures used and how they were used.
3. The relationship of career issues to other issues in the counselee's life.
4. The counselor-counselee relationship.
5. Counseling interventions used.

#### **C. Outcomes**

1. Discuss outcomes including goals achieved.
2. Discuss how outcomes were related to the interventions.
3. Highlight strengths and weaknesses of the sessions including anything that you might do differently in the future.

### **D. Theoretical Orientation**

1. Discuss the theoretical counseling orientation you used and the reasons for choosing this approach.

**Papers will be strictly graded along these criteria. Students should demonstrate complete coverage of all these areas in a well-written style.**

### **3. Career Center Visit**

Students will visit a career center to become acquainted with the various resources used. As evidence of this visit, you will prepare an extensive list of resources with a brief description of how these materials are used. There is a Career Center at Asbury College and at UK located on Rose Street. At UK's center only current UK students and alumni can request a career counselor. However, the location is free for you to browse and use. Be sensitive so as not to put undue demands on the Centers' personnel.

### **4. Exams**

There will be a mid-term and final exam.

### **5. Career Assessment**

You will complete the Strong Interest Inventory (SII). Those who have recently completed this instrument may use those results. Otherwise the test is available for a cost of \$11.50. This money should be paid to Ms. Glass. Students in the MA Counseling program may also choose to use the results of their 16PF testing completed as part of the admission process as an augment to the SII. You will then use these results to write a minimum of a 2-page paper focusing on self-understanding gleaned from the instruments. You should answer the following questions in your paper:

What vocational information did you glean from the test?

How do the results of the testing fit with your understanding of yourself?  
What are some areas of agreement and disagreement? How do you explain any results that do not fit with your previous self-understanding?

What new insights have you gained from the assessment?

What are the implications of the assessment results for your career choice? How do the results support or not support your current career path? In light of these

results, what might you wish to do differently? How do you integrate your career choice with your calling as a Christian?

In place of the above assignment, you may choose to complete the following: Using your present career formation and decision, apply one of the career theories (e.g. Roe, Ginsbergs, Holland, Super etc.) to that journey. How does the theory illuminate your present career goal, what are some points of departure, what are some significant areas that the theory does not address and how do you explain these areas?

## **6. Class Presentation on Career Needs for a Given Population**

You will be assigned to different groups to lead a 40 minutes class presentation. Presentations will focus on career counseling with five of the following populations:

- Career Counseling of Women
- Career Counseling of Men
- Career Development with School-aged populations:
  - Elementary
  - Middle School Students
  - High School Students
  - College-aged Students
- Career Development with the Physically Challenged
- Career Development of the Culturally Different
- Mid-life and Career Development
- Adults in Career Transition
- Career counseling with persons who have left the ministry

Groups should prepare a detailed handout for distribution to class members. Presentations will be graded on the basis of the quality of information, presentation style, quality of handouts etc.

## **EVALUATION**

Course grade will be determined in the following manner:

1. Individual career counseling project and report - 20%  
**Due May 9**
2. Career center visit with detailed resource list with descriptions - 10%  
**Due March 14**
3. Mid-term exam - 20%  
**March 28**

4. Final exam - 25%  
**Monday May 20, 8-10 AM**
5. Career assessment write-up - 15%  
**Due April 11**
6. Special populations presentation 10%

### **Incomplete Policy**

Incompletes will only be granted for emergency situations beyond your control. Work commitments do not fit within this policy.

### **GRADE RANGES**

A	93	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	below 60

### **PROPOSED COURSE SCHEDULE**

#### **Week 1**

Orientation  
Christian Perspectives on vocation, career and work  
**Read Hardy Text. "The Fabric of This World"**

#### **Week 2**

Your Career Matters to God  
Career Options

#### **Week 3**

History of Career Counseling

#### **Week 4**

Definitional Issues in Career Counseling  
**Isaacson & Brown, chapter(s) 1, 3, 14, Hardy, chapter 3**  
*Special Focus on Relationship of Career and Personal Counseling*

Theories of Career Development  
**Isaacson & Brown, chapter(s) 2, 4, 6**  
*Trait and Factor*  
*Ginzberg*

**Week 5**

Theories of Career Development  
*Roe*  
*Super*  
**Isaacson & Brown, chapter(s) 2, 4, 6**

**Week 6**

Theories of Career Development  
*Social Learning Theory*  
*Holland*  
**Isaacson & Brown, chapter(s) 2, 4, 6**

**Week 7**

***Mid-term Exam***  
Career Assessment: Qualitative Measures  
**Isaacson & Brown, chapter(s) 13**

**Week 8 - Spring Reading Week**

**Week 9**

Career Assessment: Quantitative Measures  
**Isaacson & Brown, chapter(s) 13**

**Week 10**

Career Decision Making

**Week 11**

Resources for Gathering Career Information  
**Isaacson & Brown, chapter(s) 5, 7, 8,**

Internet Career Resources

**Week 12**

Resume writing  
**Isaacson & Brown, chapter(s) 16 - 19**

Job Search  
**Isaacson & Brown, chapter(s) 16 – 19**

### **Week 13**

Interviewing Skills  
**Isaacson & Brown, chapter(s) 16 – 19**

Career Counseling of Varied Populations: Class presentations  
**Isaacson & Brown, chapter(s) 9-12, 15**

Five presentations chosen from the following topics and presented in the listed order.

Career Counseling of Women

Career Counseling of Men

Career Development with School-aged populations:

*Elementary*

*Middle School Students*

*High School Students*

*College-aged Students*

Career Development with the Physically Challenged

Career Development of the Culturally Different

Mid-life and Career Development

Adults in Career Transition

Career counseling with persons who have left the ministry

### **Week 14**

Career Counseling of Varied Populations: Class presentations

### **Week 15**

Final Exam – May 20, 8-10 AM

**The professor reserves the right to make modifications in the class schedule.**

### **BIBLIOGRAPHY**

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