

PC 331
LIFE PLANNING ASSESSMENT AND CAREER DEVELOPMENT

Master of Arts in Counseling Ministries

Fall Semester 2007

Tuesday: 8:30 – 11:20 a.m.

Gault Hall, Classroom G – 140

INSTRUCTOR: Vergel L. Lattimore, Ph.D.

OFFICE: 218 – Second Floor, Werner Hall

TELEPHONE: (740) 362-3137

E-mail: vlattimore@mtso.edu

REQUIRED TEXT:

Zunker, Vernon G. (2006). Career Counseling: A Holistic Approach (7th Edition). Pacific Grove, CA: Brooks/Cole Publishing (ISBN #0-534-64017-6)

COURSE DESCRIPTION:

This course will provide students with a foundational understanding of career development principles and concepts. By exploring and analyzing current developments in the theory and practice of career development and services, students will gain a working knowledge of practical counseling objectives, programs, and strategies. Life purpose and vocation are essentially theological issues. Special topics will include models of career guidance, special populations, schools, higher education, disabilities, and multicultural issues. Research projects will involve field investigation in career counseling contexts or systems. Prerequisites: PC 231 or permission of the instructor.

COURSE OBJECTIVES:

Knowledge

1. To understand contemporary career counseling challenges and key historical developments.
2. To articulate differences between several theories of career development.
3. To understand career planning as a lifelong developmental process.
4. To recognize career counseling needs in special populations.
5. Identify stages of developmental tasks from early childhood through high school.

Skills

1. To use standardized tests and inventories in career counseling.
2. To conduct a computer-assisted career guidance assessment.
3. To evaluate the organizational procedures and resources components of an actual Career Resource Center (CRC).
4. To apply the core techniques for the career counseling intake interview.
5. Compare and analyze career guidance processes in institutions of higher learning.

MODELS OF INSTRUCTION: Classes will consist of lecture, problem solving, group discussion, debriefing of student presentations and field investigations, audio-visual material, and simulations.

COURSE REQUIREMENTS:

1. ***Regular class attendance is essential.*** In case of illness or emergency, students are expected to notify the instructor prior to the missed class session. *A student who misses a class is responsible for asking a classmate about notes, class activities, or syllabus changes.* Students are provided two absences for personal and/or emergency reasons. A five (5)-point grade deductions will be made for each class missed beyond **two** sessions.
2. ***Class participation is expected.*** Students are expected to participate actively in class discussions, small group work, and experiential exercises. Class participation is defined as active participation in discussions including constructive comments, criticisms, and questions. Participation will also be based on participation in group presentations and forums. **Class participation counts for 10% of the students' grade** and is based not just on quantity but also on the quality of contribution in class discussion and activity.

3. ***Abstract of Reading***

Students will prepare a thoughtful abstract of one listed course chapter. An ungraded version of the Abstract will be placed in the course e-file for general review by the class. Formats for abstracting theoretical writings will be provided.

LENGTH: Abstract should not exceed two pages, typed single-spaced.

DUE: By SEPTEMBER 11TH.

OR

Comparative Critique

Students will prepare a paper that compares and contrasts two authors that address some dimension of career counseling. One of the readings should come from a chapter in Zunker's Career Counseling or Peterson's Career Counseling Models for Diverse Populations.

LENGTH: Paper should be 2 – 4 (two to four pages), typed doubled-spaced.

DUE: By SEPTEMBER 11TH.

4. ***Career Resource Center Observational Analysis (CRCOA)***

Students will visit, as extensively as possible, any type of career-related educational or professional resource center. The task is to review the agency's public material, procedures, and guidelines in sufficient depth to formulate and present a useful report to the entire class. Analysis should include mission, tools, instruments, techniques/strategies, population, sponsorship or funding source, and implications for

future practice. Where possible and if appropriate, the report should make note of conversations with staff and/or consumers. The format for the class presentation will be left to the creative discretion of the student.

LENGTH: *The oral presentation should not exceed 30 minutes and should include a one page “highlight/summary” handout for class members. The submitted report should not exceed four (4) pages, typed doubled-spaced.*

DUE: By OCTOBER 16th.

5. Examination

One examination consisting of a variety of questions/distracter types and definitions will be used to evaluate formal understanding of concepts presented in class. The examination will take place following the Mid-term break and will cover the first half of the lecture/discussion/reading material, which is projected as chapters one (1) through nine (9).

LENGTH: *The exam will consist of 25, multiple-choice questions.*

DATE: OCTOBER 16TH.

6. Research Paper

Students will research some aspect of a major approach to career counseling. Research sources shall be limited to articles found in contemporary counseling journals and should not be more than five (5) years old. (Textbooks may not be used as a source). The student is to present the research in APA style format and shall include **a comprehensive (SYNOPSIS) OF WHAT THE JOURNAL articles are presenting together with a well designed argument, from the student’s OWN perspective (A POSITION). The student’s position should draw conclusions about the journal articles from the student’s personal experience and/or perspective. NO MORE THAN FIFTY PERCENT OF THE CONTENT OF THIS PAPER SHOULD BE SYNOPSIS.**

LENGTH: NO MORE THAN EIGHT (8) TYPED, DOUBLE-SPACED PAGES ARE EXPECTED; NO LESS THAN THREE JOURNAL SOURCES WILL FULFILL THE REQUIREMENT.

TOPIC DUE: By OCTOBER 2nd.

PAPER DUE: NOVEMBER 27th.

7. Evaluation and Grading

Class Participation	10 points
Abstract or Critique	15 points
CRC Observational Analysis	25 points
Research Paper	30 points
Mid Term Exam	20 points

A = 93 – 100 A- = 90 – 92

B+ = 87 – 89 B = 83 – 86 B- = 80 – 82

C+ = 77 – 79 C = 73 – 76 C- = 70 – 72
 D+ = 66 – 69 D = 63 – 66 60 = 60 – 62

OUTLINE OF COURSE SESSIONS (Tentative)

NOTE: Be prepared for the following topics on the following days. Additional reading may accompany text assignments.

Starred () readings are highly recommended; others are optional and supplementary. (R) – means that the item is on the **Reserve Shelf**.*

<u>DATE</u>	<u>SESSION</u>	<u>TOPICS/READING/ASSIGNMENT</u>
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08/28	1	<p>Course Introduction: Overview, expectations, requirements, and tasks; pre-test</p> <p><i>Theoretical, historical and contemporary context</i></p> <p><u>Career Counseling: A Holistic Approach, Chapter (Ch) 1 & 2.</u></p>
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<u>DATE</u>	<u>SESSION</u>	<u>TOPICS/READINGS/ASSIGNMENT</u>
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		<p><u>Career Counseling Models, Ch. 13.(R)</u></p>
09/04	2	<p>Theories of Career Development II</p> <p>FIELD VISIT: Community Resource Center at JVS South “The CRC Model: An Overview of Resources, Tools and Processes” (Susan Birie, Director)</p> <p><u>*Career Counseling, Ch. 3.</u></p> <p><u>Career Counseling Models, Chs. 1 and 2.(R)</u></p>
09/11	3	<p>Managing Needs Career Counseling Intake Interview</p>

NOTE: Abstract or Critique Due!

*Career Counseling, Chs 4 and 5.

Career Counseling Models, Chs. 4 and 5.(R)

09/18	4	<p>Using Standard Assessment in Career Counseling Self-Assessment and a New Model for Using Assessment</p>
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*Career Counseling, Chs. 6 and 7.

Career Counseling Models, Ch. 10.(R)

09/25	5	Technology in the New Millennium NOTE: Research Paper Topic Due! * <u>Career Counseling</u> , Ch. 8
10/02	6	On Becoming an Ethical Career Counselor NOTE: Research Paper Topic Due! * <u>Career Counseling</u> , Ch. 9
10/09		NO CLASS - MID-TERM RECESS

<u>DATE</u>	<u>SESSION</u>	<u>TOPICS/READINGS/ASSIGNMENT</u>
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10/16	7	Career Counseling for Multicultural Groups NOTE: CRC Observational Analysis and Presentation Due! NOTE: Mid-Term Exam Option! * <u>Career Counseling</u> , Chs.10. <u>Career Counseling Models</u> , Chs. 7, 15, and 18.
10/23	8	Career Counseling with Special Populations (Gender, Dual Career, Disabilities, Gay/Lesbian/Bisexual/Transgender Issues) * <u>Career Counseling</u> , Chs. 11, 12, 13, and 14. <u>Career Counseling Models</u> , Chs. 6 and 14.
11/30	9	Career-Related Programs and Counseling in Elementary Schools * <u>Career Counseling</u> , Ch. 15.
11/06	10	Career Counseling in Secondary Schools * <u>Career Counseling</u> , Ch. 16.

11/13 11 **Career Services and Counseling in Institutions of
Higher Learning**

*Career Counseling, Ch. 17.

11/20 **NO CLASS - THANKSGIVING BREAK**

11/27 12 **Career Counseling in Work Settings**

NOTE: Research Paper Due!

*Career Counseling, Ch. 18.
Career Counseling Models, Chs. 20 and 21.

12/04 13 **Career Transitions Throughout Life**

*Career Counseling, Ch. 19.
Career Counseling Models, Chs. 16 and 21.

FINAL CLASS SESSION - Evaluation