CED534: Occupations and Careers

Autumn 2014

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Class held on Mondays at 1:30 – 4:15

Course Description

This course is about career counseling or how to help individuals in all aspects of their career development and decision making. We will start with an overview of the history of the art and (quasi) science of career counseling. We will spend a little time considering the question of meaning- and purpose-in-life as it relates to one’s career. Several weeks will be spent discussing the major theories of career development and decision making. Then we will focus on the practice of career counseling which will include components of the assessment, intervention, and evaluation phases of counseling.

Interventions we will examine include: occupational information seeking, self assessment, cognitive restructuring, values clarification, life-role integration, the search for purpose and meaning-in-life, decision making, and job-search counseling. Other important topics include: ethics and legal issues related to career counseling, community advocacy strategies, technology-based assessments and interventions, and multicultural career counseling.

The course will consist of lectures, demonstrations, discussions and some in-class exercises. We will also have guest speakers.

Course Objectives

For students to become knowledgeable about:

1. Career development theories and decision-making models,
2. Career, avocational, educational, occupational, and labor market information resources, visual and print media, and career information systems,
3. Career development program planning, organization, implementation, administration, and evaluation,
4. The interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development,
5. Career and educational planning, placement, follow-up, and evaluation,
6. Assessment instruments and techniques that are relevant to career planning and decision making, and
7. Career counseling processes, techniques, and resources, including those applicable to specific populations.

Required Reading

Students also will be expected to read sections of two books (see the Terkel and Bolles assignments that are described on p. 5 of this syllabus). Both books are on reserve at Hayden Library so there is no need for you to purchase them.

Students should also consult other books and/or articles (e.g., perhaps a personality theories book) as they are writing their career autobiography (see p. 4 of this syllabus for the assignment description). Again – no need for you to purchase any of those books.

**Grades**

Final grades are determined by a combination of criterion- and norm-referenced procedures (to be described more in class). The following total points and final-grade equivalents are therefore, approximate:

90 - 100 = A  
80 -  89 = B  
70 -  79 = C  
60 -  69 = D  
Below 60 = E

* Pluses and minuses may be used.  
* Incompletes are no longer allowed. Grades are based on the following criteria:

<table>
<thead>
<tr>
<th>Final Exam (30%)</th>
<th>Midterm Exam (25%)</th>
<th>Career Autobiography (25%)</th>
<th>Three Smaller Assignments (20%)</th>
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(The exams will consist of a combination of TF, multiple-choice, and matching items. See pp. 4 and 5 of this syllabus for descriptions of the Career Autobiography and the three other smaller assignments)

**Disability Accommodations for Students**

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need and the type of accommodation that is appropriate. It is the student’s responsibility to make contact with the DRC.

**Schedule of Topics, Assignments, and Exams**
<table>
<thead>
<tr>
<th>Class</th>
<th>Topics, Assignments, Exams</th>
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<tbody>
<tr>
<td>1 and 2</td>
<td>Introduction. Historical overview.</td>
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<tr>
<td></td>
<td>Read: Preface and Chapter 1.</td>
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<tr>
<td>3 ---- 6</td>
<td>Theories of career development and choice.</td>
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<td></td>
<td>Read: Chapters 2, 7, &amp; 9.</td>
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<td>Due: Terkel assignment on Sept. 22nd.</td>
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<tr>
<td>7 ---- 9</td>
<td>The stages of counseling: Assessment, Intervention, and Evaluation.</td>
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<td></td>
<td>The practice of career counseling: Career, avocational, educational, occupational, and labor market information resources, visual and print media, and career information systems. Assessment instruments and techniques that are relevant to career planning and decision making. Career development program planning, organization, implementation, administration, and evaluation. Interventions of self assessment, cognitive restructuring, values clarification, and decision making.</td>
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<td>Read: Chapters 8, 10, 12 - 14.</td>
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<td>Due: Self-assessment assignment on October 6th.</td>
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<td>Midterm exam on October 20</td>
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<td>10 ---- 12</td>
<td>Multicultural career counseling. The interrelationships among work, family, and other life roles and factors including the role of multicultural issues in career development. Career counseling processes, techniques, and resources, including those applicable to specific populations.</td>
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<td>Read: Chapters 3 – 6, &amp; 15.</td>
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<td>13 ----- 15</td>
<td>Job-search counseling. Counseling “Harry.”</td>
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<td>Conclusion.</td>
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<td>Due: Bolles assignment on November 24th.</td>
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<td>Due: Career Autobiography on December 1st.</td>
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<td>Final exam on December 8th (Monday) at 1:30 – 4:15.</td>
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<td>Notes on the Assignments</td>
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The following are descriptions for each of the assignments for the class. They will be discussed further in class. Use the “Notes” spaces to add your own notes for clarification. If you have any questions about the assignments at any time during the semester please let me know.

**Career Autobiography** (25 points)

Length: 8 to 15 pages.

This paper should be a description and explanation of your career development from your birth (or before) until now. How did you get to where you are now? (Even if you are presently undecided or “lost” in regard to your career plans you still have a history that is relevant to your career development.) Spend some time thinking about the most important events, experiences, and/or people who have influenced your career development. You cannot mention every event or experience in the paper so you must decide which were the most significant.

In the paper, describe those major events or experiences. Then try to explain why those events or experiences affected you as they did. Try to explain why you developed the abilities, interests, and values you did.

An important aspect of the paper is your integration of theory. Use theory I present in class or that you find from other sources (e.g., a personality theory textbook) to try to explain why you developed the way you did. Feel free to use any theory within psychology or outside of psychology. Feel free to use as many theories as you want. You don’t have to “buy” any of them - just intelligently present and apply them. You can then agree with or disagree with any or all.

**Evaluation rubric:** The paper will be evaluated on the quality of organization and writing, the thoughtfulness of the analysis (i.e., your hypotheses of why you came to be what you are), and the extent to which your discussion and application of theory is scholarly. Twenty-five points will be awarded for excellence. Points will be deducted for sloppy, unclear writing, superficial analysis and superficial presentation and integration of theory. [Quality of writing = 30%, Thoughtfulness of the analysis = 30%, Scholarly integration of theory = 40%]

*Your Notes:*

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**The Smaller Assignments**

*Terkel Assignment* (5 points). Simply read the Introduction to the book and summarize your
reaction to what Terkel said (less than 1 page). **Evaluation rubric:** Hand in any substantive reaction and you will be awarded 5 points.

**Self-Assessment Assignment** (10 points). First… take time to assess yourself. Spend time reviewing your life experiences and past assessments (including test results) as well as others’ evaluations of you. I will be demonstrating a useful way to do that in class under the topic of “Self Assessment.” Also, you should take some tests of your abilities, interests, and values. One test, The “Personal Globe Inventory” can be found on the site: [https://pgi.asu.edu](https://pgi.asu.edu) (Note that there is an ‘s’ after the ‘http.’) The site includes the manual and a power point description of the measure. Also you should take some of the tests found on the “Arizona Career Information System.” You will need to login (User name: asucareer. Password: 4azcis02). Click on Assessments. Take the Skills test, the Interest Profiler, and others. After you do these things write up and hand in a 1-2 page document that summarizes your self assessment:

1. Summarize the test results in a most concise way – In a few sentences describe the “picture” created by the results.
2. Then list your 3 – 5 most salient abilities and your 3 -5 most important career-related interests and/or values.

**Evaluation rubric:** Hand in the summary of the test results and the list your abilities, interests, and values and you will be awarded 10 points.

**Bolles Assignment** (5 points). Look over the book. Identify one idea or exercise that you think might be useful to you in your own career development or job search. **Evaluation rubric:** If the idea or exercise you identify is in the book you will be awarded 5 points.

**CACREP Common Standards (Section II)**

4. CAREER DEVELOPMENT
a. Career development theories and decision-making models.
   
   *Course Objective # 1. Covered in class # 3-5 and 6-8 and text chapter 2. Content is covered via lecture, demonstration (for dmm), and text chapter 2. Implementation of theory required via Career Autobiography assignment/paper. Evaluation via midterm and final exam items (content recall).*

Career, avocational, educational, occupational, and labor market information resources, visual and print media, and career information systems.
   
   *Course Objective # 2. Covered in class # 6-8 and in text chapters 3 and 8. Content addressed via lecture, in-class discussion, text, and handouts. Also, on-line self-assessment and occupational information seeking assignment. Evaluation via midterm and final exam items (content recall).*

b. Career development program planning, organization, implementation, administration, and evaluation.
   
   *Course Objective # 3. Covered in class # 8 and text chapters 3 and 5. Content addressed via lecture and text. Evaluation via midterm and final exam items (content recall).*

d. Interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development.
   
   *Course Objective # 4. Covered in class # 9 and text chapters # 10 – 14. Content addressed via lecture, in-class discussion, and text. Also application in the Career Autobiography assignment. Evaluation via midterm and final exam items (content recall).*

e. Career and educational planning, placement, follow-up, and evaluation.
   
   *Course Objective # 5. Covered in class # 7 and text chapters # 3 and 5. Content addressed via lecture and text. Evaluation via midterm and final exam items (content recall).*

f. Assessment instruments and techniques that are relevant to career planning and decision making.
   
   *Course Objective # 6. Covered in class # 6 & 8 and text chapter 7. Content addressed via lecture, text, and on-line and “off-line” self-assessment assignments. Evaluation via midterm and final exam items (content recall).*

g. Career counseling processes, techniques, and resources, including those applicable to specific populations.
   
   *Course Objective # 7. Covered in class # 9, 10, and 13. Content addressed via lecture, in-class demonstrations, in-class discussions, and text. Evaluation via midterm and final exam items (content recall).*

Note. This course is offered by the School of Letters and Sciences. For more information about the school, visit the website: [http://sls.asu.edu/](http://sls.asu.edu/). If you have questions or concerns, contact [sls@asu.edu](mailto:sls@asu.edu).