

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)
 <p><u>Applying Career Dev Theory To Counseling 6E - Required</u> by Sharf, R</p>	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

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 are not a statement of your personal worth. Grades do 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

25

Mid-Term (100) 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
08**

Due: Thursday, Nov 08 at 11:59 pm

Here is the assignment:

- Assessments and Assessment Report (2017).docx [Download \(plugins/Upload/fileDownload.php?fileId=71ae729e-Y4dV-JwVa-VuDY-Pe5cf24b2266&pubhash=P9o2zLtTjut1a1iNVgwXP0XwN03JAF89Vw-UIgfqo6lbILU3zAcmp46I-UqKXXzvxKm5wtxga-EaEZJQCjxWrQ==\)](#)

Here a template for the report:

- Assessment Report Template (Steve Smith Revised - 2017).doc [Download \(plugins/Upload/fileDownload.php?fileId=3c438dc0-ILu9-d98J-dGbB-sC3b4f498a3e&pubhash=s943t-gclQYC6VScLOeP5OKVrT_HYxCxuydUjkRH16inUwC0WSJSfpgvGFepGmvity07WryhVca_8bsJ_IDrDJg==\)](#)

Your Career Story (so far)

**Nov
29**

Due: Thursday, Nov 29 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 will help you to be aware of and sensitive to these things in those you help with career concerns. Consider the influence of genetics, culture, family, socioeconomic factors, friends, and important role models. See if you can identify themes that matter to you like your values, interests, and skills/abilities. Examine any barriers you have encountered, the worries and anxieties you have or are experiencing, and any disappointments or lost opportunities. Think about your dreams, goals, 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. You might also reflect on any specific career assessments or interventions you were involved in in your elementary, middle school, or high school experiences. 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

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
06

Due: Thursday, Dec 06 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.**

Career Counseling/Advising Observations

Dec
06

Due: Thursday, Dec 06 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 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.)

Thoughts and Application Notes

06**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.

Interventions and Applications Compilation**Dec
13**

Due: Thursday, Dec 13 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.

Final Exam**Dec
15**

Due: Saturday, Dec 15 at 11:59 pm

Here is the final exam:

Final Exam 2015.doc [Download \(plugins/Upload/fileDownload.php?fileId=66bcafd4-hUZ3-NwUt-Zwiw-Cg4c68c37474&pubhash=fc7bEIMCFgUjpMUD1EktDVmFIYU0j0K3uo7rHgoHhDffDF1iRtTucLNOjOqSAfOtLWt7LYPHTx6M04FGYSURpw==\)](https://learningsuite.byu.edu/view/BHtYBLAVas1N.html#instructorInfo...)

University Policies**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, 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,

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 t9coordinator@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.

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) 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>).

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

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.

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	

Th Sep 06 Thursday

Introduction, course review, history of career development, issues/questions**Career Counseling role play****Review Career Development History**

- History of Career Counseling and Development (2014).pptx [Download](#)

Career Questions and Issues

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

View Mark Savickas' NCDA 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
WATCH THIS BEFORE THE FIRST CLASS PERIOD. TAKE NOTES ON THE THINGS THAT REAL

- <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

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

Reading assignment for today**Read Chapter 1 *Introduction***

Counseling Skills Role Plays

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

Week 2

Th Sep 13 Thursday

Career Development in Childhood & Adolescence (Super's Developmental Model & Compromise)

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

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=HRBYTFFYsCE>
- https://www.youtube.com/watch?v=ru_u_Z9irBo

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

Reading assignment for today

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

Role Play (Initial Contact)

- Role Plays - First contact.docx [Download](#)

Th Sep 20 Thursday

College student and Adult Career Development/Adult Career Crises and Tran

- 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



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

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

Reading assignment for today

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

Week 4

Th Sep 27 Thursday

Visit the STEM Career Fair (WSC Ballroom) and then meet back in class at 1:

Discuss thoughts about the career fair as a career intervention

Trait and Factor Theory & Occupational Information and Theory

View Dick Bolles (5 Minutes): <https://www.youtube.com/watch?v=at0p2FiJoXY>

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

Free assessments

- https://www.nationalservice.gov/sites/default/files/page/1_Skill_Assessments.pdf
- <https://www.monster.com/career-advice/article/best-free-career-assessment-tools>
- <https://www.thebalancecareers.com/free-career-aptitude-tests-2059813>

Skills Assessment

- <https://www.careeronestop.org/ExploreCareers/Assessments/skills.aspx>
- <http://lmi.mt.gov/Portals/135/Publications/Career-Pubs/For%20Job%20Seekers/PEP-Talk-Supp.p>
- <https://careersportal.ie/pdfs/careerskills.pdf>

Interests Assessment

- <https://www.careeronestop.org/ExploreCareers/Assessments/interests.aspx>

Values Assessment

- <https://www.careeronestop.org/ExploreCareers/Assessments/work-values.aspx>
- <https://www.123test.com/work-values-test/>

- ***Obtaining knowledge about the World of Work*** (Types of occupational information, classification)

- ***Integrating information about oneself and the World of Work*** (applying this to women and men)

- ***Diamond Model***

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

- 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 achieved.
- Human Capital Theory (**Review pages 73-74**)
 - https://www.youtube.com/watch?v=M_5NcLazCwQ
- 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
- <http://ncda.org/aws/NCDA/pt/sp/resources>
- <https://ccc.byu.edu/>

Career Counseling Circle (*Getting started*: Identifying concerns and issues, exploring beliefs evaluating career maturity - **introduce the card sort procedure**)

Reading assignment for today

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

Th Oct 04 Thursday

Review Assessment instruments (Make sure you have taken these and they are scored before to make sure they are scored) (They will need to be taken in the CASC 2590 WSC) (This applies only

- **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/2012.pdf>

- **Campbell Interest and Skills Survey (CISS)** (\$11.00) (**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-skills-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-ec624be1>

- **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-1>
- Character strengths in the workplace <https://www.viacharacter.org/www/Research/VIA>

- **TypeFocus**

- <https://ucs.byu.edu/node/196>

Week 6

Th Oct 11 Thursday

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/gen>
 - Free aptitude practice tests <https://www.psychometricinstitute.com.au/Free-Aptitude-Tests.aspx#aptitude-test-battery.html>
 - Minnesota Importance Questionnaire <http://career.iresearchnet.com/career-assessment/gen>
 - Minnesota Importance Questionnaire <http://vpr.psych.umn.edu/instruments/miq-minnesota-im>
 - Ability Profiler (O*Net) http://www.bridges.com/us/prod/serv/abilityprofiler_hs/more/admingu
- Measuring requirements and conditions of occupations
- Matching abilities, values, & reinforcers
- Job adjustment counseling
- https://careersintheory.files.wordpress.com/2009/10/theories_twa.pdf
- <https://prezi.com/rg9-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

Gottfredson, G. D., & Johnstun, M. L. (2009). John Holland's contributions: A theory-ridden approach. *Quarterly*, 58, 99-107.

- ***Holland's theory of types***
 - Six types
 - Congruence
 - Differentiation

Reading assignment for today

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

Week 7

Th Oct 18 Thursday

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 (2017).pptx [Download](#)

Narrative Career Counseling

- Narrative Career Counseling (2014).pptx [Download](#)
- <http://www.careerguidanceandcounselling.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 C*
10.1002/j.2161-0045.1997.tb00465.x

and

Career Style Interview and Counseling

CareerLifestylesSavickas (3).pdf [Download](#)

and

http://www.academia.edu/3302509/Career_Style_Interview_A_Contextualized_Approach_to_Career

Taber, B. J., Hartung, P. J., Briddick, H., Briddick, W. C., & Reh fuss, M. C. (2011). Career style interview
Development Quarterly, 59, 274-287.

Link to “My Story” workbook:

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

Career Counseling Circle (*Promoting action*: setting goals, assessing readiness to change, e
ambivalence)

Reading assignment for today

Read Chapter 11 *Constructivist and Narrative Approaches to Career Development* and **Addit**

Week 8

Th Nov 01 Thursday

Krumboltz's Social Learning Theory/Planned Happenstance

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

Read the following:

Link to Planned Happenstance Article

- Planned Happenstance.doc [Download](#)

Mitchell, K.E., Levin, A. S., & Krumboltz, J. D. (199). Planned happenstance: Constructing unexpected 115-124.

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), 13

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>

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)

Reading assignment for today

Week 10

Th Nov 08 Thursday

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

Watch and discuss - "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, ...)

Reading assignment for today

Read Chapter 15 Career Decision-Making Approaches & Chapter 16 Theories in Combination

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*

Read "Positive Uncertainty..."

- Positive Uncertainty HB Gelatt 1989.pdf [Download](#)

Week 11

Th Nov 15 Thursday

Gender Issues & LDS Culture; Family-friendly work; Guest Presenter: Dr. Mel

View (15 & 17 minutes):

- 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
- <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,*

Reading assignment for today

Jackson, A. & Sharman, J. (2002). Constructing family-friendly careers: Mothers' experien

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

Week 12

Th Nov 22 Thursday

Thanksgiving Holiday

Week 13

Th Nov 29 Thursday

Guest Presenter - Kerry Hammock (Career Interventions)**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

View (6 minutes):

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=UJGI1sTJ_QE

- Perceiving and judging
- Extraversion and introversion

Wikipedia (actually pretty complete)

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://mbtitoday.org/about-the-mbti-indicator/exploring-type-beyond-the-four-letters/>
- <http://www.myersbriggs.org/my-mbti-personality-type/understanding-mbti-type-dynamics/the-dom>
- <http://typelogic.com/fa.html>

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

Week 14

Th Dec 06 Thursday

Sharing your Career Stories in class

Week 15

Th Dec 13 Thursday

Program Development, ethics, and guidelines**Read before class:** “Effectiveness of career counseling: A one year follow-up”

- <http://www.sciencedirect.com/science/article/pii/S0001879111001187>

“Demonstrating how career services contribute to student learning”

- <http://illinois.edu/blog/view/915/82661>

Review before class:

- <http://www.naceweb.org/knowledge/professional-standards-for-college-and-university-career-ser>
- http://www.ncda.org/aws/NCDA/asset_manager/get_file/3395
- http://www.naceweb.org/legal/faculty_guide/

“Best practices for Career Service Centers”:

- <http://www.hanoverresearch.com/wp-content/uploads/2012/04/Best-Practices-in-Career-Services>

“10 future trends in college career services”:

- <https://www.linkedin.com/pulse/article/20140715120812-11822737-10-future-trends-in-college-ca>

View:

- <http://ed.ted.com/lessons/neil-gaiman-at-the-university-of-the-arts-commencement-2012>

F Dec 14 Friday

Fall Exam Preparation (12/14/2018 - 12/14/2018)

Sa Dec 15 Saturday

First Day of Fall Final Exams (12/15/2018 - 12/20/2018)

Final Exam:

355 MCKB

11:00am - 2:00pm