# CAREER AND LIFESTYLE COUNSELING SYLLABUS

**COU 6665 Z** 

**3 CREDIT HOURS** 

MISSISSIPPI COLLEGE SCHOOL OF EDUCATION DEPARTMENT OF PSYCHOLOGY/COUNSELING

## **COU 6665 Z SYLLABUS**

#### I. Course Title:

Lifestyle & Career Counseling

### **II. Prerequisites:**

None

## **III.** Course Description:

This course will examine the following topics: classic and contemporary theories of career development, sources of educational and occupational information, career and lifestyle trends, various forms of vocational assessment and the settings in which they are appropriate, and applications of other forms of vocational technology in the teaching/learning/ exploration process. It will also address the career and life development needs of special populations and career services appropriate in specific settings.

#### IV. Rationale:

The study of career counseling is an essential component of any counseling program because work-related activities are such an integral part of development and identify formation across the lifespan. This course is designed to provide a study of career choice, theory, assessment techniques, career information, and career application in counseling settings.

## V. Course Objectives:

The student will be able to demonstrate:

- a. Student will understand key career development theories and decision-making models across the lifespan. (Per CACREP 2001 Standards, Section II 4a)
- b. The student will be knowledgeable of current career, vocational, education, occupational, and labor market information resources available through visual, electronic, and printed media, including appropriate electronic career information systems for different age groups. (Per CACREP 2001 Standards, Section II 4b)
- c. The student will develop the skills to plan, organize, implement, administrate and evaluate career development programs. (CACREP 2001 Standards, Section II 4c)
- d. The student will understand the interrelationships among work, family, and other life roles and factors, such as diversity and gender and their influence on career development. (CACREP 2001 Standards, Section II 4d)
- e. The student will develop the skills to engage in career and educational planning, placement, follow-up, and evaluation. (Per CACREP 2001 Standards, Section II 4e)
- f. The student will develop a good working knowledge of assessment instruments and techniques relevant to career planning and decision-making and how to choose appropriate means of assessment. (Per CACREP 2001 Standards, Section II 4f)
- g. The student will develop an understanding of the use of technological competence and computer literacy through technology-based career development applications and strategies. (Per CACREP 2001 Standards, Section II 4g)

- h. The student will develop a working knowledge of career counseling processes, techniques, and resources, including those applicable to individual, couple, family, groups, and minority populations across the lifespan. ( Per CACREP 2001 Standards, Section II 4h)
- The student will understand ethical and legal considerations as well as characteristics and behaviors that influence helping processes as related to career counseling. (Per CACREP 2001 Standards, Section II 4i)
- j. The student will develop a foundational understanding of essential interviewing and counseling skills needed to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcomes, and successfully terminate an interview.

# VI. Academic Integrity: (Mississippi College Graduate Bulletin)

"Mississippi College students are expected to be scrupulously honest. Dishonesty, such as cheating or plagiarism (see below), or furnishing false information, including forgery, alteration or misuse of College documents, records, or identification, will be regarded as a serious offense subject to severe penalty, including, but not limited to, loss of credit, and possible dismissal."

Students should see the Bulletin for a complete description of cheating and plagiarism.

## VII. Course Topics:

The course will cover topics such as:

- a. The historical development of career counseling
- b. Theories of career development and counseling
- c. Career and life development assessment
- d. The use of technology in career counseling
- e. The Career Intake Interview
- f. Professional and ethical considerations in career counseling
- g. Career counseling multicultural and disabled individuals
- h. Career issues related to gender, sexual orientation, and family
- i. Career counseling in grade schools
- j. Career counseling in higher education
- k. Career counseling through transitions and development

#### **VIII. Instructional Methods:**

The instructional methods and activities for this class will include such varied experiences as: traditional lecture and demonstration, class discussions, group activities, a written take-home exam, clinical experiences (e.g., role-playing or practice), completion of a research-style paper, completion of career-related assessments on-line, completion of a career-intake interview, critiquing some professional assessments or journals, and possibly other experiences.

## IX. Assignments:

- a. Read assigned textbook materials weekly
- b. Complete at least two career assessments
- c. Select and lead class in one career counseling activity targeting a particular population
- d. Write a 6-8 page paper on your personal career counseling theory. It is expected that this will integrate several theories studied, so the paper should be in APA-style with sources cited appropriately. Cite at least three sources. These sources should not be our textbook but may be other career counseling texts, journals, articles, etc.

- e. Complete the take-home exam.
- f. Write two summaries of career counseling journals you have read. These should be about ¾ page long and may be type or hand-written.

#### X. Instructional Materials:

Niles, S. G., & Harris-Bowlsbey, J. (2009). *Career Development Interventions in the 21st Century* (3rd ed.). Upper Saddle River, New Jersey: Merrill.

The instructor may assign other readings or on-line assignments and will rely on other resource materials for lecture materials. Also, recommendations of additional resources for further research will made to students throughout the semester.

### XI. Evaluation:

The final grade will be determined based on the following requirements:

| a. | Paper on your personal career counseling theory  | 25% |
|----|--|-----|
|    | 6-8 pages, APA style with sources other than     |     |
|    | our textbook                                     |     |
| b. | Career Counseling Activity Demonstration         | 20% |
| c. | Take Home Exam                                   | 25% |
| d. | Complete at least two career-related assessments | 10% |
| e. | Submit summaries of two career counseling-       | 10% |
|    | related journal articles (3/4 a page or so)      |     |
| f. | Class participation                              | 10% |

| Grading Scale  |   |    |
|----------------|---|----|
| 93 – 100       | = | Α  |
| 90 - 92        | = | B+ |
| 85 – 89        | = | В  |
| 80 – 84        | = | C+ |
| 75 – 79        | = | С  |
| 70 – 74        | = | D+ |
| 65 – 69        | = | D  |
| Below          | = | F  |
| I (Incomplete) |   |    |

#### XII. Additional Course Information:

#### Attendance:

Class attendance and participation is a very important part of this course. Please refer to the Graduate Bulletin about class attendance.

"A student receives a grade of F in any course immediately upon accumulating the following number of absences in that class . . . 4 in semester classes meeting 1 time per week."  $\frac{1}{2}$ 

If a student misses more than the number of class periods specified in the university policy and believes that there are reasonable explanations for the absences, he/she may appeal the absences to the Dean of the School in which the course is being taught. Students may obtain a Student Absence Appeal Form from the dean's office. Students who find they need to miss a class might consider having another class member audio tape the class and submit a summary of the class meeting to the professor.

### **Students with Disabilities:**

In order for a student to receive disability accommodations under Section 504 of the Americans with Disabilities Act, he or she must schedule an individual meeting with the Director of Student Counseling Services immediately upon recognition of their disability (if their disability is known they must come in before the semester begins or make an appointment **immediately** upon receipt of their syllabi for the new semester). The student must bring with them written documentation from a medical physician and/or licensed clinician that verifies their disability. If the student has received prior accommodations, they must bring written documentation of those accommodations (example Individualized Education Plan from the school system). Documentation must be current (within 3 years). The student must meet with SCS face-to face and also attend two (2) additional follow up meetings (one mid semester before or after midterm examinations and the last one at the end of the semester). Please note that the student may also schedule additional meetings as needed for support through SCS as they work with their professor throughout the semester. Note: Students must come in **each semester** to complete their Individualized Accommodation Plan (example: MC student completes fall semester IAP plan and even if student is a continuing student for the spring semester they must come in again to complete their spring semester IAP plan).

Student Counseling Services is located in Alumni Hall Room #4 or they may be contacted via email at <a href="mailto:Bryant@mc.edu">Bryant@mc.edu</a>. You may also reach them by phone at **601-925-7790.** 

Note: Due to the dynamic nature of this class and the topics addressed (as well as other unforeseen events), the schedule and procedures of this course as outlined in this document are subject to change in the event of extenuating circumstances and without prior notice.

#### XIII. Orientation Information for Graduate Students:

"Graduate students should read the Graduate Orientation Manual in its entirety. This is an important part of the orientation for graduate students. Please get your hard copy from you department or from the Graduate Office in Nelson 202. You may also view the manual on the web at the address: http://www/mc.edu/publications/graduate/orientation.html"

#### XIV. Schedule of Classes:

| Jan. | 10 | Overview of the Course<br>Historical Development   | Text: Chapter 1  Complete Jung Typology  Inventory before next class. |
|------|----|--|---|
| Jan. | 17 | Theories of Career Development                     | Read Chapter 2, Text<br>Bring Jung Typology Inv. to class             |
| Jan. | 24 | Theories of Career Development And Recent Theories | Read Chapter 3 (first half), Text                                     |
| Jan. | 31 | Recent Theories of Career, cont'd                  | Read remainder of Chapter 3, Text                                     |
| Feb. | 7  | Career Development with Diverse Populations        | Chapter 4, Text   |

| Feb.  | 14   | Assessment and Career Planning  | Read Chapter 5, Text  |
|-------|------|---|---|
| Feb.  | 21   | Career Information & Resources  | Read Chapter 6, Text  |
| Feb.  | 28   | Using Technology to Support Career<br>Counseling & Planning                       | Read Chapter 7, Text  Meet in computer lab, tba                         |
| March | n 06 | Career Counseling Strategies &<br>Techniques in 21 <sup>st</sup> Century and      | Read Chapters 8, Text   |
| March | n 13 | SPRING BREAK – NO CLASS   |   |
| March | າ 20 | Designing, Implementing, and Evaluating Career Development<br>Programs & Services | Reach Chapter 9, Text Personal Career Counseling Theory papers are due. |
| March | n 27 | Ethical Issues in Career Development<br>Interventions<br>Intake Interviews        | Read Chapter 14, Text   |
| April | 03   | Career Development Interventions in Elementary Schools                            | Read Chapter 10, Text   |
| April | 10   | Career Development Interventions<br>In Middle and High Schools                    | Read Chapter 11, Text   |
| April | 17   | Career Development in<br>Higher Education   | Read Chapter 12, Text<br>Case study<br><b>Meet in computer lab, tba</b> |
| April | 24   | Career Development Interventions in Community Settings                            | Read Chapter 13, Text All work due, including Final Exam                |
| May   | 1    | Presentations   | All group presentations due   |

# **XV. Additional Information**

Contact Information for Instructor:

Dr. Janis C. Booth Lowery Hall, Room 103 Phone: 601-925-3842 FAX: 601-925-3951

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