

Portland State University
Graduate School of Education
 Department of Counselor Education

“Meeting our diverse communities’ lifelong educational needs”

Graduate School of Education Conceptual Framework

Vision - Preparing professionals to meet our diverse communities’ lifelong educational needs			
			
<p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Spring 2012
COUN 568: Career and Lifestyle Planning (3 credits; CRN 60883)
Wednesdays, 4-6:20 pm
Education 414

INSTRUCTOR

Tina Anctil, Ph.D., CRC, LPC
 304 Education Bldg; Mailbox ED204
 Office Phone: 725.9886 (voice mail messages)
 Email: anctil@pdx.edu
 Office Hours: Mondays, 12:30-2:30; Wednesdays 1-3; by appointment.
 Please email me to schedule at appointment during these hours.

Accommodation: Students in need of an accommodation should immediately inform the instructor. Students are referred to Disability Services (725-4150; TTY/Relay 725-4718) to document their disability and to secure support services when appropriate. I will work with you to arrange the supports you need in this class.

Course Catalog Description

This course examines the theoretical foundation for career choices, factors that influence choices, the role of information, the skills and practices of effective helpers, the exploration/testing/labor market information sources which contribute to the value choices that are made, and related issues and problems. Prerequisite: admission to the program and COUN 541, or permission of instructor. Methods of instruction include lecture, small group work, individual assignments, and whole class discussion.

COURSE OBJECTIVES

- The student will learn about the historical foundations of career counseling and become familiar with recent developments in the career counseling field.
- The student will be able to describe and compare the key concepts, assessment tools, counseling process, and predictions made by established theories and models of career choice, development, and adjustment.
- The student will be introduced to tools of assessment used in career counseling.
- The student will be introduced to sources of career information.
- The student will become familiar with career development objectives and appropriate activities for people at different parts of the life-span.
- The student will be introduced to school-to-work/school-to career programs.
- The student will be able to discuss career development and vocational assessment issues of racial/ethnic minorities, women and other diverse groups.

CACREP: CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- Career development theories and decision-making models; career, avocational, educational, occupational and labor market information resources, and career information systems;
- Career development program planning, organization, implementation, administration, and evaluation;
- Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- Career and educational planning, placement, follow-up, and evaluation;
- Assessment instruments and techniques relevant to career planning and decision making;
- Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

TSPC COMPETENCIES ADDRESSED IN THIS COURSE

School counselors are expected to:

- Demonstrate ethical standards and legal framework unique to counseling
- Support school to work transition and career planning
- Assist with curriculum coordination as it relates to guidance activities
- Understand student assessment as it relates to academic, career counseling, and personal/social development;
- Continuing License Competency: Collaborate with colleagues, staff, parents, and the public to enhance the student’s performance

CORE COMPETENCIES ADDRESSED IN THIS COURSE

Rehabilitation counselors are expected to:

- Articulate and apply career development theories and the importance of work to consumers with whom one works.
- Utilize career/occupational materials and labor market information with the consumer to accomplish vocational planning.
- Explore occupational alternatives and develop career plans in collaboration with the consumer.
- Identify the prerequisite experiences, relevant training, and functional capacities needed for career goals of the consumer and facilitate the consumer's understanding of these issues.
- Identify the consumer's need for accommodation and facilitate the use of resources to meet those needs.
- Facilitate consumer involvement in determining vocational goals and capabilities related to the world of work.
- Review medical information with consumers to determine vocational implications of related functional limitations.
- Identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills in assisting the consumer to achieve successful job placement.

Department Policy Statement: The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Failure to do so can result in termination from the program.

REQUIRED TEXTS

Brown, D. (2012). Career information, career counseling, and career development. Upper Saddle River, New Jersey: Pearson Education.

Supplemental readings on Tk20.

COURSE REQUIREMENTS

Class Participation: You should come to each class session having carefully read all assigned materials and prepared to participate in a variety of class discussions and activities.

Attendance and punctuality are expected. If you have a special concern or circumstances such a family emergency should contact me as soon as possible. To minimize disruptions, please silence or turn off cell phones during class. Do not text message during class.

CAREER ASSESSMENT PROJECT: A four step project, totaling 250 points for Rehabilitation students and 200 points for school counseling students.

STEP ONE: Personal Career Assessments (25 points): During the course, you will be required to complete the following assessments: Strong Interest Inventory, NEO PI-R, and a career genogram. Completing these assessments is designed to provide you with experience and familiarity in the uses, content, and application of traditional and common career assessment measures. You may use prior assessment results for any assessments you have completed within the last year. See Assessments Instructions in syllabus. *This is an ungraded requirement; if you complete it satisfactorily you will receive full credit. Due April 25th.*

STEP TWO: Find a partner in the class with whom you will engage in an extended career counselor/client role play for the remainder of the class. You will take turns in each role and use your partner's career assessments to complete the Career Counseling Project.

STEP THREE: Career Style Interview (25 points): You will complete a career style interview with your project partner. These interviews will be conducted in class on May 2nd and are due on May 9th. The results of the interview must be submitted in a written format (examples on Tk20).

STEP FOUR: Write your Career Counseling Project, following the appropriate guidelines below.

Rehab Instructions: Career Project (100 points): You will prepare a report discussing the career development of another student (i.e., "client") in the class. *Your peer/client will be assigned a disability, unless he/she has a disability they are willing to disclose.* The aim of this assignment is for you to gain practical skills in the integration of formal and informal vocational assessment information, as well as techniques for delivering this information to individuals with disabilities. You will be evaluated on your proficiency in understanding and reporting the career assessment results and developing career planning goals with your peer/client; not counseling skills per se. Class time and required readings will include discussions and demonstrations of career counseling procedures and techniques, and thus

prepare you well for this assignment. A client summary report is required. Project narrative must be uploaded to Tk20; and a folder with all assessments must be submitted in class. *See project instructions handout and scoring rubric for assignment details. Due no later than May 30th.*

School Counseling Instructions: Career Project. (100 points): You will prepare a report outlining the career plan/postsecondary educational plan for another student in the class. The aim of this assignment is for you to gain practical skills in the integration of formal and informal vocational assessment information, as well as techniques for delivering this information to students and their families. You will be evaluated on your proficiency in understanding and reporting the career assessment results and developing career and educational/training goals with the high school student; not counseling skills per se. Class time and required readings will include discussions and demonstrations of career counseling procedures and techniques, and thus prepare you well for this assignment. Project narrative must be uploaded to Tk20; and a folder with all assessments must be submitted in class. A student summary report is required. *See project instructions handout for assignment details. Due no later than May 30th.*

Final Exam (100 points): True or False, multiple choice, and short answer test covering career development theories, assessment, and career counseling models discussed in reading, assignments, and lectures. Approximately 60 questions. *Exam date is June 13th.*

This class will use Tk20 for management purposes.

Grading scale: 94-100% (A); 90-93% (A-); 87-89% (B+); 84-86% (B); 80-83% (B-) . . .

Summary of Course Assignments & Points

<u>Assignment</u>	<u>Points</u>
Career Counseling Project	100
Personal Career Assessments	25
Career Style Interview	25
<u>Final Exam</u>	<u>100</u>
	250

Course Schedule

All supplemental articles are on Tk20; any redundancies in readings are purposeful

Date	Topic	Readings & Assignments
April 4	Course Overview History of Career Counseling How Personal is Career Counseling? Orientation to Using Occupational & Labor Market Information	Brown: Ch. 1 & 8 <i>O*NET</i> : http://online.onetcenter.org/ Interest Profiler: http://www.mynextmove.org/explore/ip <i>Oregon Labor Market Information System</i> : http://olmis.emp.state.or.us/olmisj/OlmisPortal?zineid=1b
April 11	Career Assessment: Strong Interest Inventory <i>Greg Flores & Mary Vance, PSU Career Services</i>	Bring your completed Strong Assessment Report to class; must be completed by midnight on 4/10 so I can email the report to you before class. Brown, Ch. 7
April 18	Career Information Systems (CIS) Training. <i>Guest Lecturer: Laura McCoid, University of Oregon</i> <u>Class meets in MISL @ 4-5pm</u> Selected Trait & Factor & Developmental Theories of Career Work Adjustment/Ecological Theories of Rehabilitation Counseling	Brown: Ch. 2 & 9 & 13 Rehab Only: Szymanski & Parker, 2009
April 25	Learning Theory-Based, Socioeconomic, and Decision-Making Theories	Brown: Ch. 3 (except 66-71) Personal Career Assessments Due
May 2	Post-Modern Career Theories <i>In-Class: Conduct Career Style Interviews</i>	Ch. 3, p. 66-71 Tabor & Briddick, 2011; Sacino—read in advance!!

May 9	Ethical Career Development Practice Multicultural Approaches	Brown: Ch. 4 & 5 Byars-Winston & Fouad, 2006 Career Style Interviews Due
May 16	Populations with Unique Needs Vocational Planning/Career Services with People with Disabilities	Brown, Ch. 6 Roessler, Hennessey, & Rumrill, 2007
May 23	Career Assessments & Using Career Information: Pulling It All Together Guest Panel: TBA	Brown, Ch. 7-9
May 30	Preparing for Work/Training & Job Search Private Practice	Brown: Ch. 10-11; 14 Career Counseling Projects Due; <i>Project debrief with partners</i>
June 6	Designing & Delivering Career Development Curriculum in Schools School-to-Work/Transition for Students with Disabilities Panel presentation of school counselors	Brown: Ch. 12, 13 School Counseling Only: Oregon Counseling Brief; Anctil, et al., 2012
June 13th	Final Exam Career Counseling Projects Returned Course Evaluations	

Career Assessment Instructions

1. **Strong Interest Inventory:** Take this assessment online. *The interpretive report will be sent to Prof. Anctil, which I will then email to you as a pdf.*

Go to the following website: <https://online.cpp.com>

Use the following information to login to the assessment system (it is case specific)

Login: COUN568

Password: govikings2011

UserID: (leave this blank)

You will be prompted to fill out a demographics page.

- o Provide the requested demographic information.
- o Click **CONTINUE**.
- Follow all directions to complete your assessment.
- Respond to every item, answering the questions as spontaneously as possible. Don't think about how you "should" answer the question. The right answer is how you most accurately feel about the answer.
- After completing the assessment click **CONTINUE** at the bottom of the page.
- Write down your **USER ID**.
- If you have completed everything you have been instructed to take, click **LOGOUT**.
- If for any reason you cannot complete an assessment in its entirety, be sure to click **SAVE & COMPLETE LATER**, so your responses will be saved and can be recovered when you resume.
 - o Write down the User ID number so you can resume and/or take additional assessments using the same User ID.
 - o Click **LOGOUT** and close your browser session
 - o To continue the assessment, return to item 1 above and start again, entering your **USER ID** in Step 4 and clicking **RESUME** in Step 5.

2. **NEO PI-R:** Take this assessment using the Item Booklet given out in class, along with the Hand-Scoring Answer Sheet. **DO NOT** write in the booklet, we reuse these each year.

Take the completed Hand-Scoring Answer Sheet to the MISL and input the answers on the PC that with the sign that reads NEO. Print & SAVE the report to a thumb drive.

- The NEO Software is located on the PC to the right of the scanner.
- Click on the NEO shortcut on the desktop.
- Create a new client file.
- Enter your demographic information, including date of birth and gender. This is important for the norm comparisons used to generate the report.
- Add Protocol: NEO-PI-R Test
- You should now have the option to input the 240 responses, including the validity questions (A,B,C, on the bottom of the hand scoring sheet).

- You may save your file in the client file folder, which is a good idea in case you get interrupted. You can delete it once you are finished.
- View Report (an option on the menu bar, looks like a few pages of a book)
 - Select the NEO PDR Management Report for your project
 - You may also be interested in the Professional Report for your personal use
- Select Norms: select these options on this screen
 - Gender Specific
 - Adult Norms
 - Do not include clinical hypothesis with Management Report (you may want it on the Professional Report, for you own use)
- The report is generated. You may “save as” to your thumb drive or print in the MISL.
- Hints: The help menu is printed in hard copy and should be sitting next to the monitor. It is also available on screen.

If you get lost in the menu screen, click on “specific protocol” to highlight your assessment, which allows the menu items on the right to be used.

3. **Career genogram:** See Brown, pg. 150-151 for a short description of a career genogram. These can be hand drawn or computer generated and should include three generations if possible. Once the genogram is completed with the occupations of each person (including homemaking), the student/client is asked to report: how their relatives felt about their occupations; what values they tried to engender in them; and why they believe each person in the chart influenced them either positively or negatively. This can be completed in a short narrative that is no more than one page; or it can be completed in an interview that is summarized in the written report.
4. **Career Style Interview** (details provided in class).

Ethics Note: In your discussions with the client/student, he or she may disclose confidential and personal information. It is your duty to maintain confidentiality and trust in accordance with ethical guidelines for counselors set forth by the ACA and the CRCC.

Career Assessment and Planning Project Guidelines Rehabilitation Counseling Students ONLY

Prepare a confidential report discussing the career development of your peer/client in the class. The report will not be shared with anyone except the course instructor; however, please use a pseudonym. Review the scoring rubric provided on Tk20.

If your peer/client does not have disability or are unwilling to disclose a disability, he/she will be provided with a mock disability for this assignment (in class). Each client should have a diagnosis, functional limitations, and prognosis information, which you must incorporate into the client's career assessment.

Project narrative must be uploaded to Tk20; and a folder with all assessments must be submitted in class.

Report Guidelines (4-5 pages, single spaced). 100 points total

- A. Client Overview/Personal Variables (include as appropriate):** Age, gender, relationship status, children, sexual orientation, ethnocultural heritage, racial identity, SES, disability and functional limitations, languages spoken, history of immigration, family of origin and multigenerational history, recreation/avocations, and special roles, etc.
- B. An overview and application of a career development theory, as applied to this case.**
- C. Qualitative Summary.** Using the results from your Career Style Interview and the Career Genogram tell the peers/client's story in one concise paragraph.
- D. Quantitative Analysis (Strong Interest Inventory, & NEO PI-R).** Prepare summary paragraphs that highlight the similarities and key findings from these assessments. You may also choose to discuss discrepancies between the findings.
- E. Summary Paragraphs:** Write 2-3 paragraphs that synthesize the critical results of A-C. Be sure to include a discussion of personal strengths and weaknesses (or strong likes and strong dislikes) as well as an integration of important contextual variables as they apply to the client. *Suggest up to three career pathways that would be appropriate for your client to consider.* Include necessary accommodations for each career pathway. Include a brief justification of why these careers are well suited for the client.

Career Assessment and Post-Secondary Educational Project Guidelines School Counseling Students ONLY

Prepare a report discussing the career development of a peer/student in the class, who is posing as high school student for this assignment. The report will not be shared with anyone except the course instructor; however, please use a pseudonym. Review the scoring rubric provided on Tk20.

Each student will be assigned a high school GPA, and it must be incorporated into the assignment.

Project narrative must be uploaded to Tk20; and a folder with all assessments must be submitted in class.

Report Guidelines (4-5 pages, single spaced) 100 points total

- A. Student Overview/Personal Variables (include as appropriate):** Age, gender, relationship status, children, sexual orientation, ethnocultural heritage, racial identity, SES, disability, languages spoken, history of immigration, family of origin and multigenerational history, recreation/avocations, and special roles, etc. You may write this in such a way that it tells the peers/students story.
- B. An overview and application of a career development theory, as applied to this student.**
- C. Qualitative Summary.** Using the results from your Career Style Interview and the Career Genogram tell the student's story in one concise paragraph.
- D. Quantitative Analysis (Strong Interest Inventory, & NEO PI-R).** Prepare summary paragraphs that highlight the similarities and key findings from these assessments. You may also choose to discuss discrepancies between the findings.
- E. Summary Paragraphs:** Write 2-3 paragraphs that synthesize the critical results of A-C. Be sure to include a discussion of personal strengths and weaknesses (or strong likes and strong dislikes) as well as an integration of important contextual variables as they apply to the student. *Suggest up to three career pathways that would be appropriate for your student to consider.* Use CIS to make post-high school training or college recommendations. Be as specific as possible including where, application information, length of training, costs, etc. Include a brief justification of why these careers are well suited for the student.