University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5359- Lifestyles and Career Development  
Fall 2015

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. L. A. Parker</th>
<th>Office Hours: By Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>St. Pius High School Room 98</td>
<td>Phone/Email: (832) 272-5800</td>
</tr>
<tr>
<td>Date/Time:</td>
<td>Thursday 5:00 – 8:00 pm</td>
<td><a href="mailto:parkerl1@stthom.edu">parkerl1@stthom.edu</a></td>
</tr>
</tbody>
</table>

Textbook(s) Required


References for which Students Are Responsible

Helpful Sources for These References: stthom.edu/career or celtcareers.com

*Dictionary of Occupational Titles* (DOT) (On-Line)

*Occupational Outlook Handbook* (OOH) (On-Line)

*Guide to Occupational Exploration* (GOE)

*Enhanced Guide to Occupational Exploration* (EGOE)

Course Description

COUN 5359 Lifestyles & Career Development investigates issues related to the development of self-concept, theories of career development and occupational choice, major types of career assessment instruments, and procedures for career-related decision making. This course examines the impact globalization has on work in an historical context.

COUN 5359 Lifestyles & Career Development is designed to enable counselor education students to understand the psychosocial dynamics of career development, choice, and
the limitations of choice. Counselor education students will learn the major theories of vocational choice and demonstrate their ability to use these theories in the role-playing of career counseling and developing a model career development program. Counselor education students will learn to apply career concerns to issues of gender, race, ethnicity, poverty, and other categories of people with specific lifestyle and vocational needs.

COUN 5359 Lifestyles & Career Development raises awareness among students concerning the advantages of being bilingual or multilingual and the prejudices against job-seekers who speak with traditionally devalued accents. Students learn to identify and tap into the strengths of clients whose first language is not English, especially in the areas of self-awareness and positive identity. This course develops awareness and skills related to the internet, which is serving as a greater source of work information. Hence, students will use the internet as an integral part of this course. This course is taught face-to-face and on-line.

**Proposed Integration within the Counselor Education Program**

*for the Coming Academic Year*

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

**Specific Competencies**

*The counselor is a skilled professional who is able to:*

1. Explain career development as an integral subset of human development.
2. Integrate personal, social, economic, public policy, and other factors related to workers and the world of work.
3. Integrate theories of career development and theories of career choice.
4. Plan, design, and implement lifelong career development programs.
5. Manage and steward career, education, and personal-social information sources.
6. Evaluate and disseminate career and educational information.
7. Identify, select, organize, and provide or arrange for the career and educational components of the agency, school, or institutional appraisal service.
8. Organize and manage the educational and career placement service and provide career and educational counseling and guidance.
9. Identify, assess and explain pertinent legal and ethical factors and their implications for career development.
10. Evaluate the career development program and use results to effect program enhancement by recommending school/agency improvements.
11. Understand principles of human resource development.
12. Provide services which are highly individualized; take into consideration such variables as gender, whether a person comes from a traditionally valued or traditionally devalued population, socio-political history of the group to which clients ascribe, and the social, family, and personal history of the employment of clients.
13. Understand and are able to integrate the impact that globalization has on work.
14. Are sensitive to the place that immigration has on persons and families in relation to work-related opportunities and money-making likelihood.
15. Value differences in culture, gender, beliefs, and especially the place that the world of work has in the value system of clients in the context of principles of democratic, social justice.
16. Employ efficient processes by which clients sharpen their sense of self worth and self determination in order to make personally satisfying decisions regarding career as it relates to self, significant others, and responsibility to society.
17. Are able to adjust counseling techniques to the needs and perspectives of clients.
18. Employ techniques, which are client specific, especially, in the use and interpretation of such counseling aids as achievement tests, personality indicators, and interest inventories.
19. Place a high priority on deliberate psychological education in the process of career development and decision-making processes from the earliest school years to the retirement years.
20. Realize the significance of vocational/career counseling and advocate to promote the awareness of its importance.
21. Know how to use the technology useful in gleaning the most recent information regarding the world of work and how this impacts on clients.
22. Are engaged in the professional organizations and read the journals associated with the profession of career counseling.

The professional counselor provides evidence of competence by demonstrating ability to:

1. Recognize and explain the interrelatedness of and importance of client integration of work and career roles and responsibilities with other life roles and responsibilities.
2. Explain concepts of and laws regarding equal opportunity and affirmative action in work and career development, emphasizing such areas as age, ethnicity, gender, health, culture, sexual orientation, and racial equity in work and career development.
3. Explain how technology and change can affect career development.
4. Understand trends, philosophies, and the history of career development and career counseling.
5. Recognize interrelationships of economic, social, public policy, and other conditions and factors affecting the size, composition, and sustainability of the workforce.
6. Explain systems for classifying occupations, industries, and skill/expertise levels required for various occupations.
7. Research and explain strengths and limitations of established and emerging theories of career development and career choice.
8. Demonstrate theory application and interventions in a manner that adapts theory to clients.
9. Explain interrelationships of educational, career, leisure, and overall human development across the life span.
10. Explain the fundamental importance of self-understanding positive self-concepts, and strategies for lifelong career education and development, for example, American School Counselor Association, National Career Development Guidelines, and Secretary’s Commission on Achieving Necessary Skills.
11. Explain the fundamental importance of literacy and communication in career development.
12. Differentiate data, information, knowledge, and wisdom as they apply to decision making, noting, for example, how some decisions require only data, some require information, whereas important decisions require wisdom.
13. Help staff, clients, and significant others recognize and modify career stereotypes.
14. Evaluate standardized and non-standardized assessment instruments and procedures in terms of validity and reliability for populations served and schools and agencies’ career development program goals and objectives.
15. Maintain and use appropriate manuals, forms, and guides to career assessment.
16. Effectively use client personal, psychological, educational, cultural, and occupational data in career counseling and coaching.
17. Conduct individual and group career counseling sessions.
18. Help clients manage and expend personal and cultural assets in decision making according to client priorities so that important decisions get best client decision-making assets and energy.
19. Establish cooperative relationships between school and agency personnel and the management of local resources such as personal interaction, state workforce commissions, selected private employment services, employment offices of selected local employers, and employment training programs sponsored by federal, state, and local agencies.
20. Understand and abide by ACA, ASCA, NCDA, and school/agency ethical standards as they relate to all facets of facilitating career development.
21. Research data necessary for effective program improvements, for example, interpreting results and disseminating findings. Use information for organizational renewal.
22. Evaluate outcomes of specific human resource development programs.
23. Understand and be able to apply in individual and group settings the traditional and more recent theories of career counseling in the context of the current understanding of human growth and development.
24. Be able to employ the internet in obtaining work-related information. To be able to use the internet to clarify understanding of the impact of globalization on work.
25. Understand the current trends in career counseling regarding culture, gender, physical challenge, and mental challenge, as well as the differences in the psychological, sociological, and organizational points of view in career theory and practice all in the context of social justice.
26. Demonstrate sensitivity to the place that immigration has on persons and families in relation to work-related opportunities and money-making likelihood.
27. Understand important, current, decision-making theories and models and how these can be used to help clients make successful vocational choices.
28. Understand and be able to apply the stages of career counseling effectively and successfully to overcome the blocks to career decision making.
29. Become acquainted with the current computer assisted programs, which are helpers to career counselors and their clients.
30. Be able to plan a career counseling program including the designing of an appropriate space for career counseling in any setting where such a program and space is helpful.
31. Develop an appreciation for the research on which the theories of career counseling depend for their validity and reliability and to begin to appreciate alternative research methods, which might be helpful in doing career research.
32. Develop knowledge of professional organizations including membership benefits, activities, services to members, and current emphases.
33. Use the internet in coordinating and communicating with professional organizations and networking.
34. Explain professional organization roles and activities.

Incompletes
Incompletes are decided at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone a final examination. If there is an acceptable reason for not being able to take the final examination on the day prescribed, for example, delivering a baby, the examination can be negotiated for an earlier date.

Integrity
Integrity is the most important quality for success in this class and in the Counselor Education Program at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics (2005) of the American Counseling Association.

Professional counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession.

Plagiarism
Plagiarism is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will result in a student’s failing the course and can lead to steps of dismissal from the Counselor Education Program and UST. When writing any paper, reference information, websites, books, etc., the APA Publication Manual (2010) rules for citing and referencing must be followed.

If a student paraphrases an idea, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and
there. Always use 12-point font, Times New Roman, double space, left margin. Do not justify margins.

Self-plagiarism. Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referring is undesirable or awkward. When the duplicate words are limited in scope, citation of the duplicated words should be the norm. What constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author’s own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like “as I have previously discussed” will also alert readers to the status of the upcoming material (pp. 15-16).

Language Diversity
The University of Saint Thomas values the speaking of more than one language. The Master of Education Program in Counselor Education at the University of Saint Thomas is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the Master of Education Program in Counselor Education.

Americans with Disabilities Act
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance. The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance. Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953. It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. This protects students’ rights.
Attendance and Participation Responsibilities

Students are expected to be present for and participate in all class discussions. All readings and e-mail assignments are expected to have been completed as indicated in this syllabus.

Counseling Role-Play Assignment

Students will form a dyad. For ten minutes in class, students will demonstrate a counseling session illustrating an issue in the domain of this course. One student will role-play the counselor, and the other student will role-play the client. Students will then change roles and demonstrate another counseling session role play illustrating an issue in the domain of this course.

Students will demonstrate that they can use microskills effectively. Level III reflection of content and feeling, paraphrasing, summarizing, and probing with declarative sentences will be demonstrated. Each student will have the opportunity to role play the counselor, and each student will have the opportunity to role-play the client. After each session, shared observations, evaluation, and reflection will occur led by the professor.

Students will write a one-page reflection on the role-play experience as a counselor and a one-page reflection on the role-play experience as a client and submit these two pages to the professor by e-mail by Sunday afternoon following the counseling role play. Times New Roman, 12-point, double space, and left margin are required. Students will not submit a title page; they will place their names, the date, the sequence (for example, Making Sense of Self-Understanding Data), and page number in the header.

Empathic Rating Scale

The following is the empathic rating scale. A Level 3 response is a helpful response. Level 2 is not helpful and not hurtful. Level 1 is hurtful.

Level 1: Hurtful. Counselor is overtly, implicitly, or subtly destructive to the counseling process. Counselor is inappropriately attending, disruptive of the client’s flow, attacks the client, or discounts information. “You shouldn’t feel that way,” or “Everything will be all right,” belongs here.

Level 2: Subtractive. Counselor misses content or feeling. Counselor is detracting slightly from what the client has been saying even though on the surface the session appears to be moving ahead. No harm has been done, but the client has not been helped either. Counselor responses take away from what the client says or minimize client statements.

Level 3: Accurate. This is the minimal helping response and required for masters level work. Counselor reflection of content and feeling are interchangeable with the client; that is, they are accurate. Included here are accurate counselor paraphrasing or timely summarizing that catches the essence of what the client has said. Appropriate self-disclosure and helpful probing with declarative sentences also belong here.
Level 4: Additive. Includes inferences. Counselor is truly additive; that is, counselor is adding something beyond an interchangeable response. In addition to an accurate paraphrase or reflection of content and feeling, the counselor adds an interpretation or a probing declarative sentence or interpretation that, not only catches the major meaning of the client, but adds something new to facilitate growth or exploration. Inaccurate use of level four returns the exchange to level two. The more one uses the influencing skills of level four the greater the possibility of reducing the response to Level 2. Level 4 is not better than Level 3; it is used when appropriate.

Level 5: Action. Counselor is truly acting intentionally. Counselor is integrating attending and influencing skills in the context of empathy, genuineness, and respect. Concreteness and immediacy are obvious in the exchange. Counselor is intentionally present with the client in moving the client toward action. Level 5 is not better than Level 4 or Level 3; it is used when appropriate.

Chapter Presentation Assignment

Using Sharf, R. S. (2010) Applying career development theory to counseling (6th ed.), students will provide a 20-minute presentation covering the chapter assigned. To enhance and engage the class, students must use the assistance of computer technology. This computer aided technology could be power point presentations, a web pages, video blogs, or a combination of technologies. Students will include a minimum two page summary to provided to the audience, following APA guidelines. The professor will stop the presentation if students are not finished within 20 minutes. **It is required that the presenter engage the other students in conversation.** Chapters will be assigned during the first class.

Career Autobiography Assignment

Students will explore their earliest recollections of career considerations. Graduate students will then write an autobiography of the journey from career dreaming/consideration to today’s reality i.e. work experiences, position, where you intend to be in the future. Students will discuss how they made their decisions and who influenced their options and choices. Students will analyze their career using at least two of the theories discussed in the text. At least one of the theories use must be Myers-Briggs Type theory as presented in Chapter six of the text. In addition to the text, students will list three or more peer-reviewed journal articles. Maximum credit for this assignment is based upon the gravity and specificity the student employs in analyzing their autobiography. The autobiography must be at least 5 pages in length, written in Times New Roman, 12 pt. font, double space, and left margin. Career Autobiographies are due on the last day of class.

Blackboard

Students will write at least a five sentences paragraph on the chapters as specified on due dates. This response will reflect the relationship between what is written in the chapters and student’s future as a professional counselor. The response will be submitted to the professor in Black Board and are due the Sunday afternoon following class.
<table>
<thead>
<tr>
<th>Session</th>
<th>Day / Date</th>
<th>All reading assignments are taken from Sharf (2010). Readings, Assignments and Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10/15</td>
<td>Introduction Syllabus Activity</td>
</tr>
<tr>
<td>2</td>
<td>10/22</td>
<td>Chapter 1: Introduction Chapter 2: Trait and Factor Theory Chapter 3: Occupations: Information and Theory <strong>Counseling Role Play</strong></td>
</tr>
<tr>
<td>3</td>
<td>10/29</td>
<td>Chapter 4: Work Adjustment Theory Chapter 5: Hollands’s Theory of Types Chapter 6: Myers-Briggs Type Theory <strong>Counseling Role Play</strong></td>
</tr>
<tr>
<td>4</td>
<td>11/12</td>
<td>Chapter 7: Career Development in Childhood Chapter 8: Adolescent Career Development Chapter 9: Late Adolescent and Adult Career Development <strong>Counseling Role Play</strong></td>
</tr>
<tr>
<td>6</td>
<td>11/19</td>
<td>Chapter 10: Adult Career Crisis and Transitions Chapter 11: Constructivist and Narrative Approaches to Career Development Chapter 12: Relational Approaches to Career Development <strong>Counseling Role Play</strong></td>
</tr>
<tr>
<td>7</td>
<td>12/3</td>
<td>Chapter 13: Krumboltz’s Social Learning Theory Chapter 14: Social Cognitive Career Theory Chapter 15: Career Decision – Making Approaches <strong>Counseling Role Play</strong></td>
</tr>
<tr>
<td></td>
<td>12/10</td>
<td>FINAL EXAMINATION – COMPREHENSIVE FORMAT</td>
</tr>
</tbody>
</table>

**Grading**

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Board Reflection Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Counseling Role Play</td>
<td>15%</td>
</tr>
<tr>
<td>Chapter’s Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Career Autobiography Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>