COURSE DESCRIPTION

This course is an advanced, doctoral level seminar on vocational psychology and career counseling. This course will consist of a critical review of the major approaches to understanding traditional career behavior and development and the empirical support for prevailing theoretical constructs. We will also explore the career development of specific populations, including persons of color, women, LGBT individuals, individuals with disabling conditions, working class adults, and non-college bound youth. Considerable attention will be devoted as well to the application of work-related issues in psychological practice. The course seeks to integrate research, theory, practice, public policy, and social justice.

COURSE GOALS:

• Ensure that students have sufficient command of the fundamentals of traditional career choice and development theories, with knowledge of the strengths and limitations of these perspectives.
• Provide students with an opportunity to enhance their ability to think creatively and effectively about the work-related problems of clients in a counseling context.
• Help students develop life-long curiosity about the pervasive role of work in human development.
• Provide students with the intellectual tools to contribute to the literature in the areas of vocational psychology and the broader psychology of work.
• Sensitize students to work-related issues in counseling and psychotherapy so that they can intervene effectively across the diverse domains of human experience.
• Examine the central role of work in counseling psychology and in contemporary human experiences.
• Explore the way in which various social barriers, such as differences in physical abilities, race, culture, gender, and sexual orientation interact with working.
• Furnish students with the skills needed to develop, implement, and evaluate research efforts in career development.
• Discuss the cultural context of research, theory, and practice in career development

REQUIRED TEXTS


ADDITIONAL READINGS

As you will note, additional readings that are required in this course for most of the class sessions. Almost all of these articles will be available on e-learning.
SOCIAL JUSTICE STATEMENT

Our commitment to diversity and social justice means that we will strive to attend to issues of power, privilege, and oppression in this course. In these efforts, we are guided by feminist and multicultural principles summarized by Goodman et al. (2004) as a useful compass for social justice work in counseling psychology. These principles are:

1. Ongoing self-examination, including vigilance regarding power dynamics and the assumptions and values underlying our views, goals, and commitments.
2. Sharing power, including transparency about power differences, engaging in collaborative processes when appropriate, and fostering the power of marginalized individuals and groups.
3. Amplifying and attending to the voices and experiences of groups and individuals with relatively less power.
4. Consciousness raising by attending to how individual or group difficulties may be shaped by political, societal, institutional, interpersonal, and other contextual power dynamics.
5. Focusing on people’s strengths and engaging these strengths to address challenges, including working toward social change.
6. Promoting self-determination with the people we work with by developing tools that are informed by the needs and experiences of the constituent communities.

We acknowledge that the vision and principles articulated above are not achieved completely by any individual or training experience. Rather, this vision and the principles guide our shared responsibility for ongoing efforts to enact our commitment to diversity and social justice in our professional work, and specifically this course.

COURSE REQUIREMENTS:

1. **Class participation/facilitation:** The bottom line is that participation in class is the lifeblood of the whole operation. It is essential that everyone participates in a manner that in engaging and thought provoking. In my mind, this first requires that you do all of the readings before class (not just skimming) and bring to class questions/comments for each reading. There is nowhere to hide in a class this small and expect times when I will call of folks who don’t have much to say. Secondly, I expect everyone to participate in a quality manner…make controversial statements, criticize to your heart’s content, challenge others, make analogies, use anecdotes from your personal life, etc. Simply discussing a theory or article about what it says is not sufficient. I will work in collaboration with you to make the class a safe space where this type of participation can occur.

2. **Quizzes.** Each class period there will be a five question, multiple-choice quiz on the readings. These will be simple and straightforward and used mainly as a way for me to tell you have done the readings, which will facilitate the most productive class discussion. One quiz will be dropped, either your lowest grade or a class you had to miss.

3. **Career lifeline:** This is your opportunity to tell the class about your own career development by discussing how you have gotten to this point. The goal in this presentation is to be as exhaustive as possible about all of the various factors that
occurred to put you at this spot in your career as well as your future career path. Discuss critical incidents and critical people. You will prepare a brief PowerPoint to show your career lifeline and be prepared to answer questions from me and classmates.

4. Case presentation: Everyone will present a case that we will discuss during the second half of class. This case will be one of two types, based on your choosing. First, you can present a case from a client you have seen or are currently seeing that has a career related concern as part of their presenting problem. This doesn’t have to be the main concern, but it needs to be a big enough part that you can talk about the client for approximately 40 minutes and also answer the various questions below. Second, if you don’t have a client that fits, you can choose to interview someone in your life about their career development. If you chose this option, please make sure to pick an interesting person. Either way, you will need to write up a case report that is no more than 1-page single spaced which answers the following questions:
   a. Overview of the individual
   b. If you have any assessment data, present it
   c. Tie in the individual’s concerns to at least one, but ideally several, major theories
   d. Provide a critical review of a theory/theories to the case
   e. Discuss how you might continue to treat/work with this individual to address their career concerns.

5. Assessment paper: You will take and complete the Strong Interest Inventory and the Myers Briggs Typology Inventory (MBTI). Based on your personal results, you will write a report and it in class. This report will be no more than two pages, single spaced, and you will also do a brief power point on your findings for class. This report will include the following:
   a. Relevant data from each section of the Strong
   b. Relevant data from each section of the MBTI
   c. Analysis of this data: What does this say about the careers and work environments that might be best suited for you? This is a place where you can elaborate and really think outside of the box
   d. Treatment recommendations: Imagine this person was a client of yours. What kind of counseling interventions and/or life recommendations might you provide?

6. Personal theory and counseling paper: Throughout this course we will have talked about a slew of different theories and approaches to career counseling. In this paper, not to exceed 5 pages double spaced, you will answer the following questions. You will also do a brief power point presentation on your theory, highlighting each of the major questions below.
   a. How do you feel that people develop their career related interests, values, skills, etc.?
   b. How do you feel people go about making career decisions (i.e. what factors do they take into account, how does making decisions differ for different people)
   c. What would be your approach to working with clients who present with career related concerns?
GRADING

1. Class participation/facilitation: 10% A = 90-100
2. Quizzes 30% B = 80-90
3. Career lifeline 10% C = 70-80
4. Case presentation: 10% D = 60-70
5. Assessment paper: 20% F = 60 and below
6. Personal theory paper: 20%

CLASS SCHEDULE

Aug. 24 Introduction; History of Career Counseling and Vocational Psychology  
In class: Introductions, Ryan’s lifeline

Aug 31 Critical Review of Person-Environment Fit Theory  
Readings: Brown & Lent, 2 & 3; Facilitator (__________)  
In class: Career lifelines (1 ____________); (2 ______________)

Sep. 7 Critical Review of Career Construction  
Readings: Brown & Lent, 6; Facilitator (__________)  
In class: Career lifelines (3 ____________); (4 ______________)

Sep. 14 Critical Review of Circumscription and Compromise  
Readings: Given by me; Facilitator (__________)  
In class: Career lifelines (5 ____________)

Sep. 21 Critical Review of Social Cognitive Career Theory  
Readings: Brown & Lent, 5; Facilitator (__________)  
In class: Case (1 ____________); (2 ______________)

Sep. 28 Critical Review Other Theories: Happenstance and Chaos  
Readings: Krumholtz (2009); Bright & Pryor (2005); Facilitator (__________)  
In class: Case (3 ____________); (4 ______________)

Oct. 5 Review of Strong and MBTI

Oct. 12 Critical Review of the Psychology of Working Theory  
Readings: Duffy et al. (2016); Facilitator (__________)  
In class: Case (5 ____________); Assessment (1 ____________)

Oct. 19 Special Topics and Populations: Children’s career development  
Readings: Howard & Walsh (2011); Brown & Lent, 19; Facilitator (__________)  
In class: Assessment (2 ____________); (3 ____________);

Oct. 26 Special Topics and Populations: Women’s career development  
Readings: Brown & Lent, 7; Schulthiess (2009); Facilitator (__________)
In class: Assessment (4 ________); (5__________)

Nov. 2
Special Topics and Populations: Relationships and Family
Readings: Brown & Lent, 12; Richardson (2012); Facilitator
(______________)
In class: Theory (1 __________); (2__________)

Nov. 9
Special Topics and Populations: LGBT and People of color
Readings: Brown & Lent, 8, 10; Facilitator (______________)
In class: GUEST

Nov. 16
Special Topics and Populations: Talking to people about work
In class: Theory (3 __________); (4__________); (5__________)

Nov. 23
NO CLASS/Thanksgiving

Nov. 30
NO CLASS

Dec. 7
TBD

NOTE: These readings, assignments, and dates are subject to change

Bibliography


