

University of Florida
 Department of Psychology
 Syllabus for PCO 7537: Vocational Psychology

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Course description: Examines major theories and research. Emphasizes vocational assessment.

Course objectives:

1. To acquire and demonstrate substantial understanding of and competence in diagnosing (or defining) vocational problems through psychological assessment and measurement
2. To acquire and demonstrate substantial understanding of and competence in formulating and implementing vocational intervention strategies (including training in empirically supported procedures).

To achieve these course objectives, you will be exposed to the current body of knowledge in theories and methods of vocational assessment and diagnosis; effective vocational intervention; evaluating the efficacy of vocational interventions; and issues of cultural and individual diversity that are relevant to vocational assessment, measurement, and intervention.

These objectives and their means of achievement are derived from the *Guidelines and Principles of Accreditation*. (2008). Washington, DC: American Psychological Association (Domain B, pp. 10-11, 2008), <http://www.apa.org/ed/accreditation/G&P0522.pdf>)

List of Topics Covered and Critical Dates for Exams and Other Work			
Date	Topic	Activity	To be Completed Before the Next Class
1/7	Orientation to Course	Course overview, review syllabus, E-Tree, CACE assessment, begin developing individualized learning plan and SMART goals, seminar leader selection	Sharf (2006, 4 th ed.) Ch. 1 (23 pp.), Ch 16 just pp. 417-422, 425-428 (10 pp.), Appendices A, B, C (10 pp.)
1/14	Career Assessment	Seminar discussion, seminar evaluation, finalize individualized	Sharf Ch. 7 (29 pp.), Ch. 8 (32 pp.)

		learning plan	
1/21	Adolescent and Adult Career Development	Seminar discussion, seminar evaluation, Career Case 1	Sharf Ch. 2 (37 pp.), Ch. 3 (26 pp.)
1/28	Trait & Factor Theory, Theory of Work Adjustment	Seminar discussion, seminar evaluation, Career Case 2	Sharf Ch. 4 (23 pp.), Ch. 5 (28 pp.)
2/4	Holland's Theory, Myers Briggs Theory	Seminar discussion, seminar evaluation, Career Case 3	Sharf Ch. 6 (27 pp.), Ch. 9 (24 pp.)
2/11	Career Development in Childhood, Adult Career Crises and Transitions	Seminar discussion, seminar evaluation, Career Case 4	Sharf Ch. 10 (22 pp.)
2/18	Constructivistic and Narrative Approaches	Seminar discussion, seminar evaluation, Test 1	Sharf Ch. 11 (19 pp.)
3/4	Relational Approaches	Seminar discussion, seminar evaluation, Career Case 5	Sharf Ch. 12 (23 pp.)
3/11	[UF Spring Break]	None	No assignment
3/18	[No Class]	None	No assignment
3/25	Krumboltz's Social Learning Theory	Seminar discussion, seminar evaluation, Career Case 6	Sharf Ch. 13 (16 pp.)
4/1	Social Cognitive Career Theory	Seminar discussion, seminar evaluation, Career Case 7	Sharf Ch. 14 (29 pp.)
4/8	Career Decision Making Approaches [Joe's KMS Spring Break]	Seminar discussion, seminar evaluation, Career Case 8	Sharf Ch. 15 (31 pp.)

4/15	Sociological and Economic Perspectives	Seminar discussion, seminar evaluation, Career Case 9	Sharf Ch. 16 (23 pp., 10 of which you previously read)
4/22	Combining theories	Seminar discussion, seminar evaluation, course evaluation, Test 2	No assignment.

Methods by which students will be evaluated and their grades determined:

- 20% Evaluation of Effective Seminar Participation (see below for details)
- 20% CACE Assessment of Personal Goals for Objective 1
- 20% CACE Assessment of Personal Goals for Objective 2
- 20% Score on Test 1
- 20% Score on Test 2
- 100%

Evaluation of Effective Seminar Participation (modified from UF's MAN 7109, Tim Judge, Instructor)				
Evaluated Student's Name (print clearly):				
Your Name (print clearly):				
Instructions: Using the 1-5 rating scale below, rate each class member on the six dimensions listed below. Circle the number that best represents their score on each dimension. Guard against halo and leniency errors – rate each dimension one at a time, and try to use the entire distribution. Your individual ratings are confidential (students are provided only aggregate feedback).				
1	2	3	4	5

Weak rarely displayed behaviors; well below average relative to others on this dimension	Moderate sometimes displayed behaviors; average to below average relative to others on this dimension	Relatively Strong often displayed behaviors; average to above average relative to others on this dimension	Strong generally displayed behaviors; clearly above average relative to others on this dimension	Very Strong always or nearly always displayed behaviors; one of the top persons in class on this dimension
Attendance. Attended all classes; was attentive and intellectually and interpersonally “present”.				
1	2	3	4	5
Preparation. Was prepared; read assigned material; showed evidence of reflecting on concepts.				
1	2	3	4	5
Inquisitiveness. Frequently asked thoughtful questions of instructors and/or class members; behaved inquisitively.				
1	2	3	4	5
Divergent thinking. Expressed thoughtfully differing views from those of readings, instructor, and/or other class members; thoughtfully challenged views of readings, instructor, and/or other class members.				
1	2	3	4	5
Intellectual stimulation/creativity. Introduced new or unusual ideas that were thoughtful and useful; thoughtfully built upon or extended others’ ideas.				
1	2	3	4	5

Leadership. Helped facilitate discussion; encouraged others to participate; effective in leading class discussions.				
1	2	3	4	5
Comments:				

Policy related to class attendance: Students are expected to attend every class. If there are reasons a student *must* miss a class, those must be documented to and discussed with the instructor.

Policy related to make-up exams or other work: Make-up exams will be given in the event that in the instructor's opinion the student has provided sufficient documentation of the necessity of the absence. Make-up exams will be given at times and locations of the instructor's choosing, taking into account the concerns and schedules of the students. On-time completion of goals and overcoming barriers to goal completion are components of the CACE assessment that represents 40% of students' grades.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Required textbook: Sharf, R. S. (2006). Applying career development theory to counseling (4th ed.). Belmont, CA: Cengage Learning. ISBN: 978-0-534-27245-6. Primary source readings will be assigned in conjunction with seminar discussion leaders, a role each student is expected to enact.

Expected class demeanor: Behave in a manner consistent with psychology's highest level of professionalism. This upper-level graduate seminar requires that students (a) take personal responsibility for and (b) hold themselves accountable for their own learning, and (c) for facilitating the learning of their classmates. Further, they are expected (d) to engage in active learning and (e) to engage fully in the process of acquiring and demonstrating competence in vocational psychology assessment, diagnosis, and intervention.

The university's honesty policy regarding cheating and use of software: The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the

academic honesty guidelines you signed when you were admitted to UF. As a result of completing the registration form at the University of Florida, every student has signed the following statement: *“I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”* Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor.

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

These policies will be vigorously upheld at all times in this course.

Phone numbers and contact sites for university counseling services and mental health services: 301 Peabody Hall during office hours Monday through Friday, 8:00 a.m. - 5:00 p.m., call (352) 392-1575. For emergencies occurring in the evening or on the weekend, crisis counseling services are available through the Alachua County Crisis Center by calling (352) 264-6789 or by contacting the clinician on-call at Student Mental Health for phone call back and consultation at (352) 392-1171.