

MONTANA STATE UNIVERSITY
HDCO 558 Career Counseling
Summer, 2008

Instructor:	Marsha Christensen, Ph.D.
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Office Hours:	Before or after class or by appointment
Class Location:	Wilson 1138
Class Times:	Tuesdays 1:45—3:25 Wednesdays 1:45—3:20

“Love and work are the cornerstones of our humanness.”
— Sigmund Freud

Course Description

This course will prepare the student in the area of career guidance and counseling. Emphasis will be placed on the understanding of career development theories, use of occupational informational sources including computer programs, and the assessment of the individual and various working environments. The student will also be introduced to the impact of social issues on work, leisure and families.

Prerequisites: Graduate standing in counseling program and consent of the instructor.

Course Objectives

Students will demonstrate:

- an increased awareness of their own career planning process, identity development, and values.
- an understanding of career development theories.
- a beginning competency in administering and interpreting career assessment tools.
- an understanding of the ethical/legal issues related to career counseling.
- an increased awareness of the influence of individual, familial, and societal factors, including multicultural and gender issues, on career development.
- knowledge of major sources of career information available through the Internet, computer-based guidance systems, and printed materials.
- the ability to integrate career development theory and assessment results with career counseling interventions.

Instructional Methods

This course will be taught largely as a seminar, with a strong emphasis on class discussion. Experiential exercises, including role plays and small group activities will also be used.

Required Text/Readings

Text: Sharf, Richard S. (2006). *Applying career development theory to counseling* (4th ed.). Belmont, CA: Thomson.

Other readings as assigned.

Required Inventories

Strong Interest Inventory (SII)

Myers-Briggs Type Indicator (MBTI)

*Inventories are \$12 each. Further information will be provided by the instructor.

Course Requirements and Assignments**1. Class Participation****50 Points**

This course will be taught as a seminar. We will devote a substantial amount of time to discussion and application of the text readings. This means that you must come to class having read thoroughly the assigned reading for each day. In preparation for each day's discussion, I will often give you questions to think about regarding the assigned reading. Each of you should come to class prepared to comment about the reading in ways that will further our thinking, understanding, ability to apply the material we are discussing.

Self-exploration and self-reflection are central to this course. As with the readings, the experiential activities are designed to help you apply career counseling concepts and techniques to your own career development and decision making and to that of your future clients. Therefore, your participation in these activities is also important.

2. Career Self-Conceptualization Paper**50 Points**

Complete a 5-7 page paper that describes and conceptualizes your own career development process. Address the major influences on your career decision process (e.g., personal traits, life events, key figures, role models). Also address what led you to choose counseling as a career, and how you envision yourself as a counselor. This should be a self-reflective paper in which you explore who you are now in terms of your career identity and who you hope to become.

Double space, use one-inch margins, size 12 font and paginate your paper.

3. Theories Exam**100 Points**

The exam will consist of objective and essay questions focused on career theories.

4. Self-Assessment & Analysis Paper**100 Points**

✓ Complete a 12-14 page paper which provides an introduction, which presents the results of the various career assessments you completed for this class and discusses those results in depth; which analyzes three occupations you chose to explore as result of your assessment results, and which concludes with an in-depth personal reflection.

- ✓ Organize your paper using the following sections and headings in the order they are listed:

Introduction

Assessment Results

- Provide subheadings for each assessment tool included. Assessments include the SII, the MBTI, personal and work values checklists, self-estimated abilities, career genogram.
- Under each subheading, provide the results obtained from that assessment tool.

Assessment Discussion

- Integrate and discuss the results from all the assessment tools, focusing on key themes that emerge.

Occupation Exploration Discussion

- Provide subheadings for each of the 3 occupations you chose to explore.
- Under each occupation, list 3 sources you consulted for information on that occupation and discuss what you learned from those sources. Sources you can use to gather information about your 3 occupations include the following:
 - 1) Occupational Outlook Handbook
 - 2) O*NET (Occupational Information Network)
 - 3) Computer-based career information sources such as DISCOVER and MCIS

Note: The above 3 can be located on-line. See Sharf text Appendix C for web sites or visit the MSU Career Services website:

<http://www.montana.edu/careers/students/obtaininfo.htm>

- 4) Vocational Biographies—these can be found on the MSU Career Services home page menu:
<http://www.montana.edu/careers/>
- 5) Informational career interview (to be explained in class)

Reflective Summary

- Write a 2-page summary that, first, addresses how the assessment results fit with your own perspective of your career development and decision-making process over the course of your life and, second, addresses what career development theories best capture your personal career development and decision-making process.

- ✓ Double space, use one-inch margins, size 12 font and paginate your paper. Proofread for spelling and grammar.

Grading Scale

Out of 300 points possible:

270-300 = A

240-269 = B

210-239 = C

180-209 = D

Attendance Policy

Attendance and participation are expected. Students are required to attend all classes. Lack of attendance will adversely affect grades. If for some reason you absolutely must miss a class, please let the instructor know as far in advance as possible and make arrangements with a classmate to get material you have missed.

Academic Honesty

Honesty and integrity is expected in all class work. The standards set by Montana State University's academic integrity and student conduct guidelines apply to this class.

Confidentiality

It is important that all of us maintain absolute confidentiality regarding all personal material revealed in this class. Confidentiality is essential to establishing a safe and supportive environment where students can take risks and make mistakes.

Adaptation

The information in this syllabus is not set in stone. Adjustments may be made based on the progress and needs of the class. These may include adding or eliminating assignments, readings, and activities, or adjustments to the course material

Students with Disabilities

The standards set by Montana State University's accommodation for students with disabilities policy, stated in the Course Bulletin, apply to this class. The instructor will offer reasonable accommodations to students who qualify under the University's policy.

COURSE SCHEDULE
(Subject to change as needed)

DATE	READING	SEMINAR TOPIC
6-17-08		Syllabus; Course overview
6-18-08	Sharf, Ch. 1	Introduction to career counseling; Ethics
6-24-08	Sharf, Ch. 2	Trait and factor theory
6-25-08	Sharf, Ch. 4	Holland's theory of types Take Strong Interest Inventory (SII) and Myers-Briggs Type Indicator (MBTI)
7-1-08	Sharf, Ch. 5	Myers-Briggs type theory <u>Career Self-conceptualization Paper Due</u>
7-2-08	Sharf, Chs 6 & 7	Developmental Theories: Super, Gottfredson, Ginzberg, Marcia
7-8-08	Sharf, Ch. 8	Super: Late adolescence and adult career development
7-9-08	Sharf, Ch. 9 Neimeyer, Ch. 3	Adult career crises & transitions; Hopson & Adams Job loss as a grief experience
7-15-08		<u>Theories Exam (Covers Chs 1, 2, 4, 5, 6, 7, 8, 9)</u>
7-16-08	Sharf, Ch. 12 & 13	Krumboltz's social learning theory; social cognitive theory
7-22-08	Sharf, Ch. 11 Thorngren & Feit (2001)	Relational Approaches Assessment: family factors, genogram, Career O'Gram
7-23-08	Sharf, Ch. 14, pp. 347-358	Spirituality in career development
7-29-08	Sharf, Ch. 16	Theory integration in career counseling
7-30-08		Career counseling model Assessment: Intake, Interests, and Values
8-5-08		Resumes/Job Search Strategies
8-6-08		<u>Self-Assessment Paper Due</u> Course Evaluations, Reflective Discussion

