

Career Development and Life Planning (CPSY300)

Summer 2020

Tuesday/Thursday, 5:30-8:30

Instructor: Connie Brock
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Office Hours: By appointment.

Readings: Required textbook is available in the SCU bookstore:

- Sharf, R.S. (2013). *Applying Career Development Theory to Counseling, 6th ed.* Belmont, CA: Brooks/Cole.
- Assigned articles are available on Camino

Course Description

This course is designed to provide an understanding of career theory and practice for anyone in the counseling program. We will explore career development theories and techniques, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development, and relate them to conscious life planning and career choices.

Course Objectives

By the conclusion of the course, participants will be able to:

- Describe major theories of career development and their key concepts.
- Apply the theories to their own career development, to gain insight into themselves and into the concepts studied.
- Relate theories to practical interventions with clients.
- Understand the shortcomings of many theories as applied to specific groups and the impact on individual counseling.
- Begin developing your own unique styles of career counseling.

Course Structure

This is an interactive course, with readings and assignments related to each topic. In general, sessions will start by reviewing the readings and sharing individual learning from assignments. They will also include interactive exercises and discussions. Active participation is a requirement.

Accommodation

Disability Accommodation: By Santa Clara University policy, all accommodation requests must go through Disability Resources in the Drahmman Center. Call 408-554-4111 (TTY 408-554-5445) to request an appointment to register with the Center.

Course Schedule, Readings, Assignments

Day 1, Tuesday, June 16

Setting the Stage: The role of work in peoples' lives

Introductions, course objectives, content and requirements
21st Century Trends in The World of Work
Traditional Criteria for Career Choice
Covid-19 Workforce Implications
Career issues your clients will bring into their work with you
Breakout Session: What About You?

Homework:

- 1) **Interview someone from a different culture (preferably 1st generation) on how they made their career decision and prepare to discuss on Day 3**
 - 2) **Read Sharf – Chapters 1, 2, 4, 5**
 - 3) **Begin Lifeline Exercise (will be explained in class)**
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Day 2, Thursday, June 18

Traditional Criteria - Interests, Values, Strengths, Personality
Career Theories – Why might they be useful! Strengths/Weaknesses
Trait-and-Factor and PE fit Theories, Occupational Information
Parsons, Holland, et. al.
Breakout Session: Case Study

HomeWork:

- 1) **Read Sharf – Chapters 6, 7, 8, 9**
 - 2) **Read the article “Values, A Key to Meaningful Work, Mark Guterman & Terry Karp from New Directions in Career Planning and Workplace.**
 - 3) **Lifeline Exercise – Apply Holland’s Theory to your Lifeline**
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Day 3, Tuesday, June 23

Developmental Theories – Childhood thru Adulthood

Super’s Lifespan LifeSpace Theory
Gottfredson’s Theory of Circumscription and Compromise
Myers-Briggs – Jung’s Theory
Breakout Session: Report in on your Interview with someone from a different Culture

HomeWork:

- 1) **Read Sharf – Chapter 11**
- 2) **Read Life Design Counseling Chapter, Mark Savikas**
- 3) **Read Brown’s Value Model Approach**
- 4) **Lifeline Exercise – Apply Super’s LifeSpace Theory to your Lifeline**

Day 4, Thursday, June 25

Constructivist and Narrative Career Theories – Savikas

Breakout Sessions on Values and a Case Study

HomeWork:

- 1) Interview someone from a different generation, ideally two levels away and prepare to discuss on Day 5, next Tuesday
 - 2) Lifeline Exercise – Apply Constructivist Theory to your Lifeline
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Day 5, Tuesday, June 30

MidTerm and Group Presentation Meetings Explained – In teams, you will explore

Multicultural challenges with career theories and how your team would approach these populations.

Breakouts on your interviews with people of different generations and on the multicultural team projects

HomeWork:

- 1) Read Sharf, Chapters 12, 13 and 14
 - 2) Read Chope, Chapters on Family Influence
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Day 6, Thursday, July 2

Special Focus Theories

Social Cognitive Learning Theory and Krumboltz's Social Learning Theory

Family's role – A discussion of Mary Jacobsen, Hand-Me-Down Dreams: How Families Influence Our Career Paths and How We Reclaim Them & Chope's contribution.

Breakout sessions on how your family influenced your career decisions and time with your team on your multicultural project.

HomeWork:

- 1) Read assigned articles on Planned Happenstance and The Chaos Theory
 - 2) Lifeline Exercise – Apply Social Cognitive Theory to your Lifeline.
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Day 7, Tuesday, July 7

Planned Happenstance (Krumboltz) / Chaos Theory of Career Development (Bright)

Class discussion and breakout session on how you would encourage clients to experience and leverage happenstance in their careers

Breakout session with your team on your Multicultural projects

HomeWork:

- 1) Read Sharf, Chapter 16 and additional assigned articles on Systems thinking
 - 2) Lifeline Exercise – Apply Planned Happenstance Theory to your Lifeline
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Day 8, Thursday, July 9

Career Systems Thinking

Multicultural Group Presentations begin

HomeWork:

- 1) Read Sharf, Chapter 10 on Adult Transitions
 - 2) Read assigned articles on HP Gelatt's approach to decision making
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Day 9, Tuesday, July 14

Adult Transitions (Bridges)

Positive Uncertainty Decision-Making Model (HB Gelatt)

Multicultural Group Presentations Continue

Final Exam Paper Discussed

HomeWork:

- 1) Read Zunker on Being an Ethical Counselor
 - 2) Read Palmer on "Listening to Life" Article
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Day 10, Thursday, July 16

The role of Occupational Information in Career Counseling

Multicultural Group Presentations Continue

Final Exam Paper Turned in along with LifeLife process

Course Assignments and Grading

Class Participation (10%) It is expected that you will attend all class meetings and complete all readings and assignments prior to class meeting. Participation in classroom discussions and activities is key to getting the most out of the course and in providing a richer experience for all and is a component of your final grade. Contact me immediately if you find you will be unable to attend a class meeting.

Career Lifeline Analysis Log (15%) Construct your career lifeline and annotate key events. Then, after each class, you will be assigned a theory to apply to a point in your lifeline. Be concise and show your understanding of the theory and constructs. You will not be graded on the lifeline contents, but on **how well you understand the theories and apply them**. The objective is for you to gain insight into your own career development, and to learn how theories can be applied to bring greater understanding to career events.

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Special Population Program Class Presentation (small groups) (20%)

Research one special population of interest to you.

Review of literature covering that group, especially any career-related research studies to discover:

- Special issues facing that group
- Relevant accommodations or other special requirements
- Community and career resources for persons in that group
- Career counseling theories you believe are relevant for that group, and justification

Do a high-level design of a career program to address the needs of this population. Prepare a 30-45 minute presentation for the class, which includes a description of your population, what you uncovered in your literature review, and an overview of your program design and relevance of chosen theories. Deliver an activity/learning experience to give the class an example of how your program would work with this population. Additionally, prepare a concise (bullets are fine) handout for the instructor and each class member providing

- Context – describe the group and its special needs.
- A list of the resources and references.

The intent is for you to gain an in depth understanding of one specific population and how to go about designing a program to meet their needs. The intent for the class handout is to give your classmates some resources they can go to, should they be working with someone of that group.

Take home Midtem (20%) You'll have one week to complete, length should be no more than 3 pages, double-spaced.

Take home Final (35%) You'll have one week to complete, length should be no more than 3 pages, double-spaced.