CNL-525 | Career Counseling
Syllabus

COURSE DESCRIPTION

This course provides a broad understanding of career development and related life factors including psychotherapy, career counseling techniques and processes, career development theories, decision-making models, issues of diversity, and interrelationships between work and family.

CREDITS

3

PREREQUISITES

None

CO-REQUISITES

None

REQUIRED COURSE MATERIALS

Textbooks

Electronic Resources

Additional Course Information and Requirements

The information below is applicable to all students enrolled in any counseling program at Grand Canyon University.

Required Program Material: DSM

***Diagnostic and Statistical Manual of Mental Disorders (DSM*)**

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*). The manual will be used throughout your program. The *DSM* will be used from course to course, so students who already own the current edition of

the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

Recommended Program Materials:

Publication Manual of the American Psychological Association

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association.

International Classification of Disease

Students are encouraged (not required) to familiarize themselves with the current version of the *International Classification of Disease* (*ICD*) reference.

https://www.apa.org/ (https://www.apa.org/)

CACREP Standards Mapping of Learning Outcomes

The course objectives are informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed. Review the "CNL-525 CACREP Standards Mapping" document to see which specific CACREP standards are mapped to the course.

Career Development and Counseling: Putting Theory and Research to Work

Brown, S. D., & Lent, R. W. (2021). *Career development and counseling: Putting theory and research to work* (3rd ed.). John Wiley & Sons. ISBN-13: 9781119580355.

Clinical Mental Health Counseling e-Portfolio Requirements

At the end of this program, you will be required to submit an e-Portfolio. The e-Portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you

use Weebly or Google sites to create your portfolio. Attached are the portfolio requirements. Please make sure you have at least one artifact for each required section below. Please note, a few sections are optional.

From the Home Page, click on the Counseling programs drop down menu and click on the Clinical Mental Health Counseling tab. Sign into the Clinical Mental Health Counseling page and you will click on the e-Portfolio tab at the top of the page to find the related e-Portfolio documents.

https://cce.gcu.edu (https://cce.gcu.edu)

CMHC and SC Counselor in Training Handbook

Review the "CMHC and SC Counselor in Training Handbook" on the CMHC and SC Forms, Handbook, and Resources tab located on the Student Success Center for the College of Humanities and Social Sciences. Become acquainted with the expectations and program requirements to complete a successful program of study.

https://ssc.gcu.edu/#/page/chss/ (https://ssc.gcu.edu/#/page/chss/)

CMHC Counselor Dispositions

Students in the Clinical Mental Health Counseling (CMHC) programs should refer to the "Counselor Dispositions" document located on the Clinical Mental Health Counseling (CMHC) tab located on the Student Success Center for the College of Humanities and Social Sciences.

https://ssc.gcu.edu/#/page/chss/ (https://ssc.gcu.edu/#/page/chss/)

CNL-525 Student Guide to Individual Student Assessment-KPIs Presentation

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide presentation attached.

CNL-525 Student Guide to Individual Student Assessment-KPIs Video

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide video.

https://ssc.gcu.edu/#/media-element/9bed287d-2245-ef11-9198-005056bd1429 (https://ssc.gcu.edu/#/media-element/9bed287d-2245-ef11-9198-005056bd1429)

Content Outline The National Counselor Examination (NCE)

Review the "Content Outline The National Counselor Examination (NCE)," from the nbcc.org website (2022).

https://www.nbcc.org/assets/exam/nce_content_outline.pdf (https://www.nbcc.org/assets/exam/nce_content_outline.pdf)

Disability Accommodation Policy and Procedures Statement

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU's programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.

Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

GCU Writing Center

Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center (https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center)

GCU Zoom Resources - Counseling and Social Work

To set up a licensed Zoom account to use during your counseling or social work courses while you are a GCU student, review the "GCU Zoom Resources-Counseling and Social Work" document found on the "Additional College Resources" tab on the GCU College of Humanities and Social Sciences website. Note: Use your GCU student email when accessing your licensed Zoom account.

https://ssc.gcu.edu/#/page/chss/ (https://ssc.gcu.edu/#/page/chss/)

Methods of Instruction

The methods of instruction for this course may include but are not limited to lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

Student Performance Evaluation Criteria and Procedures

For specific information on the grading policies and procedures, please see the University Policy Handbook, located on the University and Academic Policies (https://www.gcu.edu/academics/academic-policies.php) section of GCU.edu under Helpful Academic Links on the right side of the page.

Zoom Access

As directed by your instructor, access Zoom to complete your course assignments. For licensed accounts, Zoom can be accessed by clicking on the link below. When initially setting up your Zoom account, be sure to use your **GCU email address**.

https://my-gcu-edu.zoom.us/ (https://my-gcu-edu.zoom.us/)

INSTRUCTOR ONLY MATERIALS

APA Formatting Tutorial

Review the APA Formatting Tutorial for formatting assistance.

CNL-525 Course Guide

CNL-525 Course Revision History

CNL-525 Discussion Questions

CNL-525 Instructor Guide to Individual Student Assessment-KPIs Presentation

To understand individual student assessments and Key Performance Indicators (KPIs) view the Instructor Guide presentation attached.

CNL-525 Instructor Guide to Individual Student Assessment-KPIs Video

To understand individual student assessments and Key Performance Indicators (KPIs) view the Instructor Guide video.

CNL-525 Online Placement Services Resources

CNL-525 Quiz 1 Answer Key

CNL-525 Quiz 2 Answer Key

GCU General Research Lib Guide

Read "Defining Scholarly Resources," located under the *Find Journal Articles* tab. You are required to support information provided in your assignments using scholarly resources.

GCU Library's Academic Writing

Refer to the GCU Library's Academic Writing resources on the Academic Writing and Study Skills website to find writing resources and tutorials.

LopesWrite

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite

TOPICS, OBJECTIVES, AND COURSE CONTENT

Topic 1: Introduction to Career Counseling

Objectives:

1.1: Identify the principles, issues, and legal concerns related to career development and career counseling.

1.2: Discuss the various reasons people work. [CACREP 2.F.4.e]

1.3: Evaluate the role of career counseling in conjunction with clinical mental health counselors. [CACREP 2.F.4.b]

1.4: Analyze Holland's six personality and work environment types. [CACREP 2.F.4.b]

1.5: Identify sources of occupational information available to clinicians and the public. [CACREP 2.F.4.c]

Topic Materials

Textbooks

Electronic Resources

2020’S Hot Jobs: The Most In-Demand Jobs That Pay at Least $60,000

Read “2020’S Hot Jobs: The Most In-Demand Jobs That Pay at Least $60,000,” by Crown, from *Crain’s Chicago Business* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=145349447&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=145349447&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Bureau of Labor Statistics

Explore the Bureau of Labor Statistics website

http://www.bls.gov/home.htm (http://www.bls.gov/home.htm)

Career Development and Counseling: Putting Theory and Research to Work

Read Chapters 1, 3, and 19 in *Career Development and Counseling: Putting Theory and Research to Work.*

Enhancing Self-Help Career Planning Using Theory-Based Tools

Read "Enhancing Self-Help Career Planning Using Theory-Based Tools," by Reardon, from *Journal of Assessment* (2017).

https://journals-sagepub-com.lopes.idm.oclc.org/doi/full/10.1177/1069072716653376 (https://journals-sagepub-com.lopes.idm.oclc.org/doi/full/10.1177/1069072716653376)

My Next Move

Explore the My Next Move website.

https://www.mynextmove.org/ (https://www.mynextmove.org/)

My Next Move

Explore the My Next Move website.

https://www.mynextmove.org/explore/ip (https://www.mynextmove.org/explore/ip)

Occupational Outlook Handbook

Read "Occupational Outlook Handbook" from the Bureau of Labor Statistics website (2016).

http://www.bls.gov/ooh/ (http://www.bls.gov/ooh/)

ONET

Explore the O*NET website.

http://www.onetonline.org/ (http://www.onetonline.org/)

Taking a Closer Look at Telehealth

Read "Taking a Closer Look at Telehealth," by Reinhardt, from *Counseling Today* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=134046819&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=134046819&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

The Biggest Psychological Experiment

Read “The Biggest Psychological Experiment,” by Denworth, from *Scientific American* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=143692994&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=143692994&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

The Work Life Task: Adler’s Influence on Career Counseling and Development

Read “The Work Life Task: Adler’s Influence on Career Counseling and Development,” by Stoltz & Apodaca, from *Journal of Individual Psychology* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=126358668&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=126358668&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Using Holland's Theory in Employment Counseling: Focus on Service Occupations

Read “Using Holland's Theory in Employment Counseling: Focus on Service Occupations,” by Ohler & Levinson, from *Journal of Employment Counseling* (2012).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-33986-002&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-33986-002&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Using Holland's Theory to Assess Environments

Read “Using Holland's Theory to Assess Environments” by Kang & Gottfredson, from *APA Handbook of Career Intervention, Volume 2: Applications* (pp. 41-56) (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08458-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08458-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Virtual Career Coaching: Is It the Secret to Job Placement Success?

Read “Virtual Career Coaching: Is It the Secret to Job Placement Success?,” by Schneiderman, from *Leadership Excellence* (2017).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=126842008&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=126842008&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Will I Need a License or Certification for My Job?

Read “Will I Need a License or Certification for My Job?” from the Bureau of Labor Statistics website (2016).

https://www.bls.gov/careeroutlook/2016/article/will-i-need-a-license-or-certification.htm (https://www.bls.gov/careeroutlook/2016/article/will-i-need-a-license-or-certification.htm)

Assignments:

ONET Paper (Obj. 1.4 and 1.5)

Navigate to the My Next Move website in Topic Resources and take the O*NET Interest Profiler quiz. The O*NET Interest Profiler quiz is based on Holland’s theory of career choice. Holland’s theory notes that the personality traits of an individual are consistent with career choice and career satisfaction. Write a paper (1,000-1,250 words) about your quiz results. Include the following in your paper and a heading for each requirement:

- Document the names and scores of your Holland Code (Referred to online as the Interest Profiler Results)
- Based on the results, list three different careers offered as potential matches for you (each should be at a different job zone/educational level)

- Identify the education required, potential outlook of the career, theoretical salary, and other information connected to the career
- Provide your opinion of how useful the website was, how easy it was to use, how well the site connected you to careers you would actually be interested in
- Discuss when, why, and how you may use this site when providing career counseling with clients
- Describe the difficulties that could be encountered if a chosen career did not include the characteristics of your Holland Code?
- Discuss how mental wellness impacts career choice and how career choice impacts mental wellness
- At least three references from the O*Net site.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. You are allowed to use first person as appropriate in this assignment.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

2.F.4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.

2.F.4.i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.

2.F.7.j. Use of environmental assessments and systematic behavioral observations.

Discussion Questions:

Topic 1 DQ 1 (Obj. 1.2)

Develop your own definition of the word "work." Using this definition, explain whether you think everyone naturally has a desire to work. Also, what are some ways people, in general, assess their own abilities, interests, values, personality and/or other factors that contribute to career development?

This discussion question is informed by the following CACREP Standard:

2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.

Topic 1 DQ 2 (Obj. 1.3)

A client visits your office for therapy, he says that he has had severe depression because he hasn't been able to find a job for a year. Given this situation, what do you think would be important to treat first, his depression or his unemployment? Why?

This discussion question is informed by the following CACREP Standard:

2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

Participation:

Topic 1 Participation : 20.0 points

Topic 2: Job Satisfaction and the Influence of Race and Ethnicity on Career Choice

Objectives:

2.1: Analyze the components of the Minnesota theory of work adjustment (TWA). [CACREP 2.F.4.a, 2.F.4.d]

2.2: Examine how work satisfaction and work performance impact each other. [CACREP 2.F.4.d, 2.F.4.e]

2.3: Evaluate the influence of race and ethnicity on career choice and attainment. [CACREP 2.F.4.g, 2.F.4.j]

Topic Materials

Textbooks

Electronic Resources

Birds of a Feather Flock Together: How Congruence Between Worker and Occupational Personality Relates to Job Satisfaction Over Time

Read "Birds of a Feather Flock Together: How Congruence Between Worker and Occupational Personality Relates to Job Satisfaction Over Time," by Ghetta, Hirschi, Wang, Rossier, & Herrmann, from *Journal of Vocational Behavior*

*(*2020).

https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0001879120300373 (https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0001879120300373)

Career Development and Counseling: Putting Theory and Research to Work

Read Chapters 2, 10, and 23 in *Career Development and Counseling: Putting Theory and Research to Work.*

Career Problem Assessment: A Conceptual Schema for Counselor Training

Read "Career Problem Assessment: A Conceptual Schema for Counselor Training" by Busacca, from the ResearchGate website (2002).

https://www.researchgate.net/publication/251270784_Career_Problem_Assessment_A_Conceptual_Schema_for_Counselor_Training (https://www.researchgate.net/publication/251270784_Career_Problem_Assessment_A_Conceptual_Schema_for_Counselor_Training)

Cultural Trailblazers: Exploring the Career Development of Latina First-Generation College Students

Read "Cultural Trailblazers: Exploring the Career Development of Latina First-Generation College students," by Storlie, Mostade, & Duenyas, from *The Career Development Quarterly* (2016).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=119880751&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=119880751&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Determinants of Job Satisfaction Among U.S. Federal Employees: An Investigation of Racial and Gender Differences

Read "Determinants of Job Satisfaction Among U.S. Federal Employees: An Investigation of Racial and Gender Differences," by Lee, Robertson, & Kim, from *Public Personnel Management* (2020).

https://journals-sagepub-com.lopes.idm.oclc.org/doi/full/10.1177/0091026019869371 (https://journals-sagepub-com.lopes.idm.oclc.org/doi/full/10.1177/0091026019869371)

Immigration's Growing Impact on Counseling

Read "Immigration's Growing Impact on Counseling," by Meyers, located on the Counseling Today Archive webpage.

https://ctarchive.counseling.org/2016/01/immigrations-growing-impact-on-counseling/ (https://ctarchive.counseling.org/2016/01/immigrations-growing-impact-on-counseling/)

Multicultural and Social Justice Counseling Competencies: Practical Applications in Counseling

Read "Multicultural and Social Justice Counseling Competencies: Practical Applications in Counseling" located on the Counseling Today Archive webpage.

https://ctarchive.counseling.org/2016/01/multicultural-and-social-justice-counseling-competencies-practical-applications-in-counseling/ (https://ctarchive.counseling.org/2016/01/multicultural-and-social-justice-counseling-competencies-practical-applications-in-counseling/)

Multicultural Career Counseling Competence: 5 Key Tips for Improving Practice

Read "Multicultural Career Counseling Competence: 5 Key Tips for Improving Practice" by Orbe-Austin, from *National Career Development Association* (2010).

https://www.ncda.org/aws/NCDA/pt/sd/news_article/28865/_PARENT/CC_layout_details/false (https://www.ncda.org/aws/NCDA/pt/sd/news_article/28865/_PARENT/CC_layout_details/false)

Putting Career Construction Into Context: Career Adaptability Among Refugees

Read "Putting Career Construction Into Context: Career Adaptability Among Refugees," by Wehrle, Kira, & Klehe, from *Journal of Vocational Behavior* (2019).

https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0001879118300915 (https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0001879118300915)

Tests of the Theory of Work Adjustment With Economically Distressed African Americans

Read "Tests of the Theory of Work Adjustment With Economically Distressed African Americans" by Lyons, Velez, Mehta, & Neill, from *Journal of Counseling Psychology* (2014).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-28261-015&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-28261-015&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Understanding Bias When Working With Multi-Cultural Populations

Read "Understanding Bias When Working With Multi-Cultural Populations," by Carter, from *National Career Development Association* (2020).

https://www.ncda.org/aws/NCDA/pt/sd/news_article/278313/_PARENT/CC_layout_details/false (https://www.ncda.org/aws/NCDA/pt/sd/news_article/278313/_PARENT/CC_layout_details/false)

Assignments:

Race and Ethnicity Short Answer Worksheet (Obj. 2.3)

Complete the "Influence of Race and Ethnicity" worksheet.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.4.g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.

2.F.4.j. Ethical and culturally relevant strategies for addressing career development.

Discussion Questions:

Topic 2 DQ 1 (Obj. 2.1)

Use the Theory of Work Adjustment (TWA) to explain the strengths and limitations an employer may have in providing benefits to employees? As a career counselor, how would you use this theory to aid your understanding of your client's career development?

This discussion question is informed by the following CACREP Standards:

2.F.4.a. Theories and models of career development, counseling, and decision making.

2.F.4.d. Approaches for assessing the conditions of the work environment on clients' life experiences.

2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.

Topic 2 DQ 2 (Obj. 2.3)

As a career counselor, what factors do you need to consider when preparing to counsel a client regarding race and ethnicity and how would that impact the strategies you would chose to use?

This discussion question is informed by the following CACREP Standard:

2.F.4.j. Ethical and culturally relevant strategies for addressing career development.

Participation:

Topic 2 Participation : 20.0 points

Topic 3: Super's Life-span Life-space Career Theory and the Influence of Social Class and Poverty on Career Choice

Objectives:

3.1: Analyze the components of Super's life-span, life-space theory of career development. [CACREP 2.F.4.a]

3.2: Apply the use of a life-career rainbow showing career development in multiple life roles. [CACREP 2.F.4.e]

3.3: Evaluate the influence of social class and poverty on career choice and attainment. [CACREP 2.F.4.g, 2.F.4.j]

Topic Materials

Textbooks

Electronic Resources

Career Development and Counseling: Putting Theory and Research to Work

Read Chapters 4 and 11 in *Career Development and Counseling: Putting Theory and Research to Work.*

Career Meaning Making: An Essential in Life

Read “Career Meaning Making: An Essential in Life” by Chen, from Career *Counseling and Constructivism* (2013).

http://ebookcentral.proquest.com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=2145909&ppg=61 (http://ebookcentral.proquest.com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=2145909&ppg=61)

Integrating Existentialism and Super's Life-Span, Life-Space Approach

Read “Integrating Existentialism and Super's Life-Span, Life-Space Approach” by Sterner, from *The Career Development Quarterly* (2012).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-15124-006&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-15124-006&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Introduction: Overview and Application of Career Development Theories

Read “Introduction: Overview and Application of Career Development Theories,” by Walker, Scott, & Cawthon, from *New Directions for Student Services* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=136805468&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=136805468&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Self-Efficacy and Future Career Expectations of At-Risk Adolescents: The Contribution of a Tutoring Program

Read “Self-Efficacy and Future Career Expectations of At-Risk Adolescents: The Contribution of a Tutoring Program,” by Rinat, from *Journal of Community Psychology* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-05521-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1

(https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-05521-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

Special Issue: Illuminating Occupations at the Heart of Social Problems

Read “Special Issue: Illuminating Occupations at the Heart of Social Problems,” by Laliberte-Rudman, Simaan, & Nayar, from *Journal of Occupational Science* (2020).

https://doi-org.lopes.idm.oclc.org/10.1080/14427591.2020.1783990 (https://doi-org.lopes.idm.oclc.org/10.1080/14427591.2020.1783990)

The Employment Situation- September 2020

Read “The Employment Situation- September 2020,” from the *Bureau of Labor Statistics* (2020).

https://www.bls.gov/news.release/pdf/empsit.pdf (https://www.bls.gov/news.release/pdf/empsit.pdf)

Tuition Costs of College and Universities

Read "Tuition Costs of College and Universities", from *the National Center for Education Statistics*.

https://nces.ed.gov/fastfacts/display.asp?id=76 (https://nces.ed.gov/fastfacts/display.asp?id=76)

Voluntary Midlife Career Change: Integrating the Transtheoretical Model and the Life-Span, Life-Space Approach

Read “Voluntary Midlife Career Change: Integrating the Transtheoretical Model and the Life-Span, Life-Space Approach” by Barclay, Stoltz, & Chung, from *The Career Development Quarterly* (2011).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-11035-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-11035-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

Discussion Questions:

Topic 3 DQ 1 (Obj. 3.1)

Super’s theory is very complex. Explain the basics of the theory as if you were educating a 15-year-old seeking career advice. After you have provided a response, reply to another classmate's response by asking them a challenging question about his or her explanation.

This discussion question is informed by the following CACREP Standard:

2.F.4.a. Theories and models of career development, counseling, and decision making.

Topic 3 DQ 2 (Obj. 3.3)

It is not unusual to hear an adult tell a child, “You can grow up to be anything you want to be.” Is it ethical to tell children that they can be anything they want to be? After reading, "Special Issue: Illuminating Occupations at the Heart of Social Problems" and considering the influence of socioeconomic status on career development, is it ethical to tell clients they can be anything they want to be? What are some *Ethical and culturally relevant strategies for addressing career development with clients who live in poverty?* How could you help advocate for change regarding equal opportunity for those who live in poverty?

This discussion question is informed by the following CACREP Standards:

2.F.4.g. Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy.

2.F.4.j. Ethical and culturally relevant strategies for addressing career development.

Participation:

Topic 3 Participation : 20.0 points

Topic 4: Social Cognitive Career Theory and the Influence of Gender and Sexual Orientation on Career Choice

Objectives:

4.1: Analyze the components of social cognitive career theory.

4.2: Apply the interest, choice, and satisfaction models when evaluating an individual’s career development. [CACREP 2.F.4.a, 2.F.4.e]

4.3:

Evaluate the influence of gender and sexual orientation on career choice and attainment. [CACREP 2.F.4.g, 2.F.4.j]

Topic Materials

Textbooks

Electronic Resources

Career and Vocational Counseling, Client#2

Watch “Career and Vocational Counseling, Client#2,” from American Psychological Association (2005).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700411-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700411-001)

Career Development and Counseling: Putting Theory and Research to Work

Review Chapters 5, 9, and 12 in *Career Development and Counseling: Putting Theory and Research to Work.*

Data and Statistics

Review the “Data and Statistics,” section on the *U.S. Department of Labor website.*

https://www.dol.gov/agencies/wb/data (https://www.dol.gov/agencies/wb/data)

Demystifying the Gender Pay Gap: Evidence From Glassdoor Salary Data

Read “Demystifying the Gender Pay Gap: Evidence From Glassdoor Salary Data,” by Chamberlain, from *Glassdoor* (2016).

https://www.classlawgroup.com/wp-content/uploads/2016/11/glassdoor-gender-pay-gap-study.pdf (https://www.classlawgroup.com/wp-content/uploads/2016/11/glassdoor-gender-pay-gap-study.pdf)

Gender, Sexual Orientation, and Workplace Incivility: Who Is Most Targeted and Who Is Most Harmed?

Read “Gender, Sexual Orientation, and Workplace Incivility: Who Is Most Targeted and Who Is Most Harmed?,” by Zurbrugg & Miner, from *Frontiers in Psychology* (2016).

https://www-ncbi-nlm-nih-gov.lopes.idm.oclc.org/pmc/articles/PMC4851979/ (https://www-ncbi-nlm-nih-gov.lopes.idm.oclc.org/pmc/articles/PMC4851979/)

Managing and Coping With Sexual Identity at Work

Read "Managing and Coping With Sexual Identity at Work," by Chung, Chang, & Rose, from *The Psychologist* (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-10553-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-10553-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Perception, Reality, Choice and Support: Career and Educational Considerations for the LGBTQ+ Population

Read “Perception, Reality, Choice and Support: Career and Educational Considerations for the LGBTQ+ Population,” by Eichel, from *Career Planning & Adult Development Journal* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=138678954&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=138678954&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

The Influence of Gender: Career Counseling Initial Session and Summary (Obj. 4.3)

Review the “The Influence of Gender: Career Counseling Initial Session and Summary" document.

APA style is not required, but solid academic writing is expected.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standard:

2.F.4.j. Ethical and culturally relevant strategies for addressing career development.

Discussion Questions:

Topic 4 DQ 1 (Obj. 4.2)

Watch the Career and Vocational Counseling, Client #2 video. How did the counselor gather information from the client regarding interest, choice, and job satisfaction? How did the counselor evaluate the information from the client?

What other question(s) would you want to ask the client? Include at least one question in your response.

This discussion question is informed by the following CACREP Standards:

2.F.4.a. Theories and models of career development, counseling, and decision making.

2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.

Topic 4 DQ 2 (Obj. 4.1)

According to social cognitive career theory, explain why children who live in families of higher socioeconomic status may consider a wider array of career choices. How can clinicians attempt to bridge the gap for those who grew up with a lower socioeconomic status?

Participation:

Topic 4 Participation : 20.0 points

Topic 5: Career Construction Theory and the Influence of Disability on Career Choice

Objectives:

5.1: Explain the components of career construction theory. [CACREP 2.F.4.a]

5.2: Construct a variety of questions to help a client develop their career narrative. [CACREP 2.F.4.h]

5.3: Evaluate the influence of disability on career choice and attainment. [CACREP 2.F.4.g, 2.F.4.j]

Topic Materials

Textbooks

Electronic Resources

2015 NCDA Code of Ethics

Read “2015 NCDA Code of Ethics” from the N*ational Career Development* website.

https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395 (https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395)

Career Challenges and Opportunities for Individuals With Physical Disabilities

Read "Career Challenges and Opportunities for Individuals With Physical Disabilities," by Robertson & Bethea, from *Career Planning & Adult Development Journal* (2018).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=137594215&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=137594215&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Career Counseling Paradigms: Guiding, Developing, and Designing

Read "Career Counseling Paradigms: Guiding, Developing, and Designing" by Savickas, from *APA Handbook of Career Intervention, Volume 1: Foundations* (pp. 129-143) (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08457-008&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08457-008&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Career Development and Counseling: Putting Theory and Research to Work

Read Chapters 6 and 13 in *Career Development and Counseling: Putting Theory and Research to Work.*

Career Development of People With Disabilities: Self-Determination as a Skill Set or a Mind-Set?

Read "Career Development of People With Disabilities: Self-Determination as a Skill Set or a Mind-Set?," by Kwon, from *Adult Learning* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=135877332&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=135877332&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Identifying Aspects Concerning Ethics in Career Counseling: Review on the ACA Code of Ethics

Read “Identifying Aspects Concerning Ethics in Career Counseling: Review on the ACA Code of Ethics” by Habbal & Habbal, from *International Journal of Business and Public Administration* (2016).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=122076859&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=122076859&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

In Their Own Words: The Career Planning Experiences of College Students With ASD

Read “In Their Own Words: The Career Planning Experiences of College Students With ASD,” by Briel & Getzel, from *Journal of Vocational Rehabilitation* (2014).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cul&AN=103953065&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cul&AN=103953065&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Narratives at Work: Story Arcs, Themes, Voice, and Lessons That Shape Organizational Life

Read “Narratives at Work: Story Arcs, Themes, Voice, and Lessons That Shape Organizational Life” by Yost, Yoder, Chung, & Voetmann, from *Consulting Psychology Journal: Practice and Research* (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-38985-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-38985-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

The Role of Disability in the Hiring Process: Does Knowledge of the Americans With Disabilities Act Matter?

Read “The Role of Disability in the Hiring Process: Does Knowledge of the Americans With Disabilities Act Matter?,” by Sprong, Kanako Iwanaga, Mikolajczyk, Cerrito, & Buono, from *Journal of Rehabilitation* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=140999035&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=140999035&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

What and Who Works: Strategies for Facilitating Work Experience Opportunities for Students Enrolled in Postsecondary Education Programs

Read "What and Who Works: Strategies for Facilitating Work Experience Opportunities for Students Enrolled in Postsecondary Education Programs,” by Scheef, from *Journal of Policy & Practice in Intellectual Disabilities* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=138851378&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=138851378&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

Career Counseling Presentation* (Obj. 1.4, 2.1, 3.1, 4.1, and 5.1)

Read the Case Study Scenarios and choose between one of the hypothetical cases of Mei Lei, Lakeesha, or Vincent. With the understanding that you are a career counselor, analyze the client’s career counseling needs in accordance with one of the following career theories: Super; Holland; Dawis, & Lofquist; Krumboltz; and Lent, Brown, & Hackett. Within your analysis, explore the contextual issues within the case related to culture and family and develop a tentative plan for assisting this client with their career development needs. Create a 10-14-slide presentation that captures the following information:

- Basic demographics such as age, sex, race, and education
- Career development thus far
- Reason(s) (external and internal) for seeking career counseling
- Any unique problems or situations that may influence the counseling session (e.g., disability, economic problems, mental health problems, cultural considerations, relationships, or life roles) and how you would address these issues

- A detailed overview of your career theory of choice. Be sure to identify the major concepts associated with the theory
- An explanation of how the career theory's major concepts could be used to conceptualize (understand) your client's situation and counseling needs and/or guide your selection of helping strategies and techniques.
- Information needed for the initial assessment
- Steps in the career development process
- Four career resources (two online and two local) that may be useful in facilitating the career development of the client
- At least two career assessment tools you would use to facilitate the career development process and discuss how the results of each assessment tool may benefit the client.
- Application of one ethical principle
- Application of at least two standards from the NCDA Code of Ethics
- Referrals needed (if any)
- Include at least five scholarly references.

Title slide and reference slide are not included in the slide count. Include speaker notes below each content-related slide that represent what would be said if giving the presentation in person. Expand upon the information included in the slide and do not simply restate it. Please ensure the speaker notes include a minimum of 100 words.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

*This assignment is recommended as a representative artifact in your e-Portfolio.

This performance assessment assesses the Key Performance Indicator (KPI) for Career Development.

This assignment is informed by the following CACREP Standards:

2.F.4.a. Theories and models of career development, counseling, and decision making.

2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

2.F.4.d. Approaches for assessing the conditions of the work environment on clients' life experience.

2.F.4.i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.

2.F.4.j. Ethical and culturally relevant strategies for addressing career development.

Discussion Questions:

Topic 5 DQ 1 (Obj. 5.2)

How can you help a client with a disability, such as Autism, Down's Syndrome, and other significant mental health disorders, find a place to work, train, and/or shadow someone for a day? Provide answers specific to that population/disability. For example, for a client with Downs Syndrome, you may first help them seek employment opportunities/experiences at agencies which have hired those with Downs Syndrome previously, you may consider their specific abilities, skills, and aptitude with specific job characteristics and you may reach out to the agency on the client's behalf (with signed consents), or the client may be capable of taking initiative.

This discussion question is informed by the following CACREP Standard:

2.F.4.h. Strategies for facilitating client skill development for career, educational, and life-work planning and management.

Topic 5 DQ 2 (Obj. 5.3)

It has become very common for combat veterans to experience disabling injuries on their tours of duty. Explain what you could do in order to aid them in their post-military career development process. Identify any local resources that may support your endeavors.

This discussion question is informed by the following CACREP Standards:

2.F.4.g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.

2.F.4.j. Ethical and culturally relevant strategies for addressing career development

Participation:

Topic 5 Participation : 20.0 points

Topic 6: Helping Clients Obtain Work

Objectives:

6.1: Prepare multiple interventions to be used to motivate clients in their career development. [CACREP 2.F.4.h]

6.2: Compare different job search methods clients may utilize. [CACREP 2.F.4.c]

6.3: Determine the barriers and opportunities adults may face when making career transitions. [CACREP 2.F.4.h]

Topic Materials

Textbooks

Electronic Resources

10 Tips for Completing a Job Application to Get an Interview

Read "10 Tips for Completing a Job Application to Get an Interview," from *Indeed* (2019). Review the article thoroughly to learn how to help someone who has never completed an application before.

https://www.indeed.com/career-advice/finding-a-job/completing-job-application-to-get-an-interview (https://www.indeed.com/career-advice/finding-a-job/completing-job-application-to-get-an-interview)

28 Percent of Workers Age 55 and Over Have Been With Their Current Employer 20 Years or More

Read "28 Percent of Workers Age 55 and Over Have Been With Their Current Employer 20 Years or More" by TED: The Economics Daily, from the Bureau of Statistics website (2016).

http://www.bls.gov/opub/ted/2016/28-percent-of-workers-age-55-and-over-have-been-with-their-current-employer-20-years-or-more.htm (http://www.bls.gov/opub/ted/2016/28-percent-of-workers-age-55-and-over-have-been-with-their-current-employer-20-years-or-more.htm)

360° Folio Networking: Enhancing Advising Interactions and Expanding Mentoring Opportunities With ePortfolios

Read “360°Folio Networking: Enhancing Advising Interactions and Expanding Mentoring Opportunities With ePortfolios,” by Ambrose & Chen, from *Theory Into Practice* (2015).

http://dx.doi.org.lopes.idm.oclc.org/10.1080/00405841.2015.1077612 (http://dx.doi.org.lopes.idm.oclc.org/10.1080/00405841.2015.1077612)

Career Counseling Process and Outcome

Read “Career Counseling Process and Outcome” by Whiston & Rose, from *APA Handbook of Career Intervention, Volume 1: Foundations* (pp. 43-60) (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08457-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08457-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Career Development and Counseling: Putting Theory and Research to Work

Read Chapters 14, 21, and 22 in *Career Development and Counseling: Putting Theory and Research to Work.*

CNL-525 Online Placement Services Resources

Review the Online Placement Services Resources document information about employment placement services.

Counselling for Career Construction: Connecting Life Themes to Construct Life Portraits: Turning Pain Into Hope

Read “Chapter 2: Need for a New Approach to Career Counselling” by Maree, from *Counselling for Career Construction: Connecting Life Themes to Construct Life Portraits: Turning Pain Into Hope* (2013).

http://ebookcentral.proquest.com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=3034861&ppg=25 (http://ebookcentral.proquest.com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=3034861&ppg=25)

How to Write a Résumé that Stands Out

Read “How to Write a Résumé that Stands Out” by Gallo, from *Harvard Business Review Digital Articles* (2014). Review the article thoroughly to learn how to help someone complete a résumé.

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=118648104&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=118648104&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Narrative Counseling Following a Late-Career Job Loss (Session 1 of 3)

Watch “Narrative Counseling Following a Late-Career Job Loss (Session 1 of 3),” by *American Psychological Association (*2006).

https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700339-001 (https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700339-001)

Optional - Redirection: An Extension of Career During Retirement

Read "Redirection: An Extension of Career During Retirement," by Cook, from *The Gerontologist* (2015).

https://academic.oup.com/gerontologist/article/55/3/360/586646 (https://academic.oup.com/gerontologist/article/55/3/360/586646)

Optional Reading: Redirection: An Extension of Career During Retirement

Read “Redirection: An Extension of Career During Retirement” by Cook, from *The Gerontologist* (2015).

https://academic.oup.com/gerontologist/article/55/3/360/586646 (https://academic.oup.com/gerontologist/article/55/3/360/586646)

Promoting the Work Adjustment of Late Career Employees

Read “Promoting the Work Adjustment of Late Career Employees” by Griffin, from *APA Handbook of Career Intervention, Volume 2: Applications* (pp. 439-451) (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08458-032&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08458-032&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

The Interview Process

Read “ The Interview Process,” from the *gogovernment website* (2018).

https://gogovernment.org/the-interview-process/ (https://gogovernment.org/the-interview-process/)

What Should I Include in My Federal Resume?

Read "What Should I Include in My Federal Resume?," from the *USAJobs website*.

https://www.usajobs.gov/Help/faq/application/documents/resume/what-to-include/ (https://www.usajobs.gov/Help/faq/application/documents/resume/what-to-include/)

Assignments:

e-Portfolio: Curriculum Vitae/Resume

As part of the final e-Portfolio that is due at the end of the program, create a curriculum vitae (CV) or resume. Review GCU's career services. The CV or resume should be current.

APA style is not required, but solid academic writing is expected.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Career Counseling Resources Short Answer Worksheet (Obj. 6.2)

Career exploration is a process that prepares you for future employment and connects you with professional support. It is necessary to familiarize yourself with the various job searching platforms as a first step. In 700-1,000 words, complete the short answer questions on the attachment, "Career Counseling Resources Short Answer Worksheet."

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standard:

2.F.4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.

Discussion Questions:

Topic 6 DQ 1 (Obj. 6.1 and 6.3)

Charles, age 47, was just informed that his job as manager of quality metrics, will be eliminated after his current company merges with another company. Charles has been with his company for 22 years after he completed his master's program in Statistics and Computation. Over the years, he has had a number of positions which were all in the sales or quality assurance department until he was promoted to manager 10 years ago. Charles was considered a very good leader by his direct-reports with regard to being open to ideas, willingness to mentor subordinates who wanted to progress in their careers, and the ability to pay close attention to the details that would impact the bigger picture in his department. Charles is now trying to figure out his next steps and wonders if this is a time for him to change careers, though he is concerned about financial support for his family. What other information would you want to know to help Charles explore his options? What interventions do you see as viable to help Charles in deciding to change careers? What job search methods will you promote for Charles to use? What challenges do you anticipate will occur as Charles goes through his job transition?

This discussion is informed by the following CACREP Standard:

2.F.4.h. Strategies for facilitating client skill development for career, educational, and life-work planning and management.

Topic 6 DQ 2 (Obj. 6.2)

Explore two different job search websites. Compare how trustworthy, useful, and easy the sites appear to be. Consider which site performed better. Which one would you recommend to clients first? Include links to the sites explored in your response.

This discussion question is informed by the following CACREP Standard:

2.F.4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.

Participation:

Topic 6 Participation : 20.0 points

Topic 7: The Influence of Personality and Relationships on Career Development

Objectives:

7.1: Summarize the impact that personality structures have on career development. [CACREP 2.F.4.e]

7.2: Analyze the influence of personal relationships on career development. [CACREP 2.F.4.b]

Topic Materials

Textbooks

Electronic Resources

Career Decision Self-Efficacy of Asian American Students: The Role of Curiosity and Ethnic Identity

Read "Career Decision Self-Efficacy of Asian American Students: The Role of Curiosity and Ethnic Identity," by Kim and Choi, from *Career Development Quarterly* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-13601-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-13601-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Career Development and Counseling: Putting Theory and Research to Work

Review Chapters 8, 18, and 20 in *Career Development and Counseling: Putting Theory and Research to Work.*

Does Personality Have a Different Impact on Self-Rated Distraction, Job Satisfaction, and Job Performance in Different Office Types?

Read “Does Personality Have a Different Impact on Self-Rated Distraction, Job Satisfaction, and Job Performance in Different Office Types?” by Seddigh, Berntson, Platts, & Westerlund, from *Plos ONE* (2016).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=115650424&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=115650424&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Making the Most of the Mentoring Relationship

Read “Making the Most of the Mentoring Relationship,” by Christenson, from *Counseling Today* (2009).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=36045662&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1 (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=36045662&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1)

On “New” Personality Types: An Industrial, Work, and Organizational Psychology Perspective

Read “On “New” Personality Types: An Industrial, Work, and Organizational Psychology Perspective,” by Ones & Wiernik, from *TIP: The Industrial-Organizational Psychologist* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=134467660&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=134467660&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Personality Across Working Life: The Longitudinal and Reciprocal Influences of Personality on Work

Read “Personality Across Working Life: The Longitudinal and Reciprocal Influences of Personality on Work” by Woods, Lievens, De Fruyt, & Wille, from *Journal of Organizational Behavior* (2013).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-31666-002&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-31666-002&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Personality and Career Success

Read “Personality and Career Success,” by Hogan & Chamorro-Premuzic, from *APA Handbook of Personality and Social Psychology, Volume 4: Personality Processes and Individual Differences* (pp. 619-638) (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-35883-026&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-35883-026&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

The Influence of Work on Personality Trait Development: The Demands-Affordances TrAnsactional (DATA) Model, an Integrative Review, and Research Agenda

Read "The Influence of Work on Personality Trait Development: The Demands-Affordances TrAnsactional (DATA) Model, an Integrative Review, and Research Agenda," by Woods, Wille, Wu, Lievens, & Fruyt, from *Journal of Vocational Behavior* (2019).

https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0001879118301477 (https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0001879118301477)

Toward Trauma-Informed Career Counseling

Read "Toward Trauma-Informed Career Counseling," by Powers and Duys, from *Career Development Quarterly* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=143594607&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=143594607&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Assignments:

Discussion Questions:

Topic 7 DQ 1 (Obj. 7.1)

Consider three jobs you know well, using the Big 5 model of personality from the course textbook, explain the personality traits necessary for each job (e.g., Police Officer: Openness-Moderate, Conscientiousness-High, Extraversion-Moderate, Agreeableness-Low, Neuroticism-Low). After examining these three jobs, can you see why you may or may not have been a good fit?

This discussion question is informed by the following CACREP Standard:

2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.

Topic 7 DQ 2 (Obj. 7.2)

Consider some of the personal and professional relationships you have had up to this point in your career development. Can you think of one that really inspired you to go in a specific direction? How did this person inspire you? Do an online search about counseling mentorship and then discuss how counseling mentorship could help you attain your professional aspirations.

Participation:

Topic 7 Participation : 20.0 points

Topic 8: The Use of Assessment Instruments in Career Counseling

Objectives:

8.1: Evaluate how people develop interests and abilities. [CACREP 2.F.4.b]

8.2: Assess the importance of needs and values in career development. [CACREP 2.F.4.b]

8.3: Compare ability and aptitude assessments used in career counseling. [CACREP 2.F.4.i]

Topic Materials

Textbooks

Electronic Resources

An Individual's Work Values in Career Development

Read “An Individual's Work Values in Career Development,” by Choi, Kim, Jang, Jung, Ahn, Lee, & Gysbers, from *Journal of Employment Counseling* (2013).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-43376-002&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-43376-002&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Career Development and Counseling: Putting Theory and Research to Work

Read Chapters 15, 16, and 17 in *Career Development and Counseling: Putting Theory and Research to Work.*

Counseling for Career Decision-Making Difficulties: Measures and Methods

Read “Counseling for Career Decision-Making Difficulties: Measures and Methods” by Gati & Levin, from *The Career Development Quarterly* (2014).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-23024-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-23024-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Moving From Classical Test Theory to the Evaluation of Usefulness: A Theoretical and Practical Examination of Alternative Approaches to the Development of Career Tools for Job Seekers

Read “Moving From Classical Test Theory to the Evaluation of Usefulness: A Theoretical and Practical Examination of Alternative Approaches to the Development of Career Tools for Job Seekers,” by Englert & Plimmer, from *Journal of Employment Counseling* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=135293615&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=135293615&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Personality and Career Success

Read “Personality and Career Success," by Hogan & Chamorro-Premuzic, from *APA Handbook of Personality and Social Psychology* (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-35883-026&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-35883-026&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Personality Assessment and Career Interventions

Read “Personality Assessment and Career Interventions,” by Rossier, from *APA Handbook of Career Intervention, Volume 1: Foundations* (pp. 327-350) (2015).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08457-018&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08457-018&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

The History of Interest Inventories and Career Assessments in Career Counseling

Read "The History of Interest Inventories and Career Assessments in Career Counseling," by Harrington & Long, from *The Career Development Quarterly* (2013).

https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-07375-009&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost (https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-07375-009&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost)

Vocation and Lifelong Spiritual Formation: A Christian Integrative Perspective on Calling in Mid-Career

Read "Vocation and Lifelong Spiritual Formation: A Christian Integrative Perspective on Calling in Mid-Career," by Lemke, from *Christian Education Journal* (2020).

https://journals-sagepub-com.lopes.idm.oclc.org/doi/full/10.1177/0739891320923562 (https://journals-sagepub-com.lopes.idm.oclc.org/doi/full/10.1177/0739891320923562)

Assignments:

Marginalized Group Career Counseling Paper* (Obj. Course)

For this assignment you will select a specific group from the following list:

- Veterans
- Minorities
- Individuals with disabilities
- College students
- Individuals from welfare to work
- Single parents
- Displaced workers
- Late-life career loss

- Individuals with minimal work experience or large gaps in employment
- Individual changing careers

Write a paper of 1,750 to 2,100 words that can be used as a resource when working with an individual from the selected group. Use scholarly resources to support your use of a specific career theory as well as interventions with this population. The paper should include the following:

- An explanation of who the population is and why it is important for this group to receive career counseling (CACREP 2.F.4.e)
- Statistics on the group (e.g., how large, how many have employment problems, how many utilize career counseling) (CACREP 2.F.4.c)
- A discussion of career counseling theory to be used with the group (e.g., Minnesota theory of work adjustment). Include evidence supporting the use of this theory in the general population as well as within the group. Please note: If none is available, it is important to indicate that as well. (CACREP 2.F.4.a)
- A basic plan for counseling utilizing chosen theory (e.g., interview, use of assessment tools, explanation of theory) (CACREP 2.F.4.a, CACREP 2.F.4.i)
- Environmental/personal barriers that may prevent the client from finding work (e.g., disability, substance use history, felony, transportation, limited computer access) and specific intervention plans to address barriers (CACREP 2.F.4.b, CACREP 2.F.4.g, CACRE 2.F.4.j)
- Relevant and local resources available to help the client obtain work (e.g., job center, training programs, support groups) and a description of activities and supplemental materials that can be used by the individual (CACREP 2.F.4.h)
- Based on the information listed above, provide some recommendations with regard to your plan including your opinion on whether this plan is tenable and if you think if it can work. (CACREP 2.F.4.f)
- A discussion of how spirituality can be incorporated into career counseling. For example, when counseling a Jewish client that observes the Sabbath, the counselor would want to talk to them about considering the work schedule when looking for employment or the counselor could ask questions about purpose and value as it relates to finding employment. Please refer to the Vocation and Lifelong Spiritual Formation: A Christian Integrative Perspective on Calling in Mid-Career article for your response.
- A minimum of eight scholarly references.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

*This assignment is recommended as a representative artifact in your e-Portfolio.

This performance assessment assesses the Key Performance Indicator (KPI) for Career Development.

This assignment is informed by the following CACREP Standards:

2.F.4.a. Theories and models of career development, counseling, and decision making.

2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

2.F.4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.

2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.

2.F.4.f. Strategies for career development program planning, organization, implementation, administration, and evaluation.

2.F.4.g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.

2.F.4.h. Strategies for facilitating client skill development for career, educational, and life-work planning and management.

2.F.4.i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.

2.F.4.j. Ethical and culturally relevant strategies for addressing career development.

Discussion Questions:

Topic 8 DQ 1 (Obj. 8.1)

Consider some of your primary interests (hobbies, favorite media, preferable activities). How did you develop an interest in these things? What experiences helped you develop an interest? Did you have any mentors or guides who aided

the process? How can counselors help clients find new interests, areas of aptitude, or hobbies?

This discussion question is informed by the following CACREP Standards:

2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

Topic 8 DQ 2 (Obj. 8.3)

The changes anticipated for the 21st century will incorporate more telehealth counseling. What challenges can be anticipated regarding conducting career counseling through telehealth? Discuss the use of computerized assessments and video conferences? How do you see this changing the training needs of effective career counselors?

Participation:

Topic 8 Participation : 20.0 points

Gradebook

Assignment	**Topic Due**	**Non Trad Points**
ONET Paper (Obj. 1.4 and 1.5)	Topic 1	100
Informed Consent Acknowledgement	Topic 1	20
Race and Ethnicity Short Answer Worksheet (Obj. 2.3)	Topic 2	100
CNL-525 Quiz 1 (Obj. 1.1, 2.2 and 3.2)	Topic 3	20
The Influence of Gender: Career Counseling Initial Session and Summary (Obj. 4.3)	Topic 4	100
Career Counseling Presentation* (Obj. 1.4, 2.1, 3.1, 4.1, and 5.1)	Topic 5	150
e-Portfolio: Curriculum Vitae/Resume	Topic 6	50
Career Counseling Resources Short Answer Worksheet (Obj. 6.2)	Topic 6	50
CNL-525 Quiz 2 (Obj. 6.3)	Topic 7	20

Assignment	Topic Due	Non Trad Points
Marginalized Group Career Counseling Paper* (Obj. Course)	Topic 8	150
Discussion Questions	Topics 1-8	80
Participation	Topics 1-8	160
Total		1000

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