

Career Development and Life Style Counseling

CPSY 520

Lorelynn Mirage Cardo, PhD
lmcardo@lclark.edu
Lorelynn@AriseCounseling.com
(503) 690-7727

CPSY 520 – Career Counseling

Career development theories; current career trends, concerns, and programs/interventions for diverse client populations; career counseling strategies, tools, and resources (including Web-based resources); facilitation of client awareness, choice, and action with respect to career-related issues; integration of career counseling with mental health and addictions treatment. Emphasis is on developing a broad view of career as lifestyle, the mutual impact of career and cultures, and the practical application of theory and information in a professional counseling context.

Prerequisite: CPSY 503, or 507 and 508

Credit: 3 semester hours

Required Textbooks:

Career Counseling and Development in a Global Economy
Patricia Andersen and Michael Vandehey, 2006

Career Counseling Models for Diverse Populations
Hands-On Applications for Practitioners
Nadene Peterson and Roberto Cortez Gonzalez, 2000

Class Objectives

Create a collaborative and inquiry based learning community that establishes an ethic of diversity awareness and social justice in both the understanding of Career Counseling as well as in the power of its implementation.

Students will be engaged as self-directed learners involved in discovering, learning, discussing, and presenting formal exhibitions of this process as related to the dynamics of Career counseling.

Complete an overview of the multifaceted aspects of Career Counseling as defined by the CACREP standards for Career Counseling including knowledge of career development for individuals, groups, and the wider local/national/global community.

The class will integrate the use of technology for researching, gaining knowledge and presentation of class assignments as an essential component of Career Counseling.

Learning Outcomes and Assignments

Based upon ever-widening spirals of competency & commitment

Personal Career Development

- A). *Self-Profile* of career development aspects including various class assignments: assessments, family messages, career genogram, resume, career research, theories, and how they relate to your development to date. This is a creative and introspective assignment – no minimum or maximum specs.
- B). *5 Internet Sites* 1 paragraph description/analysis/critique for each of 5 sites. 1 page maximum. Will be compiled for class resource list.

Career Development for Individuals

- A). *Two Client Profiles* detailing intake information, presenting (and underlying) career issues, career processes and/or assessments, summary, and future directions. Student choice to profile the same client for both sessions, or interview two separate clients. 1st client profile presentation is written; 2nd client profile and any additional follow-ups are verbal presentations to the group. This is an intuitive, insightful, and resourceful assignment – no minimum or maximum specs. 5 minutes for verbal presentation.
- B). *Theorists Jeopardy* on theory and practice. Six questions on a theorist to highlight strengths/weaknesses of each theory. Group guesses theorist. 10 – 15 minutes.

Career Counseling Techniques for Groups

- A). *Group Leadership*. Sign up to lead 1-2 chapter reviews from text books by designing activities or stirring discussion on salient points. If paired, both students need to show leadership style. 10 -15 minutes for each chapter. Bring ½ page evaluation sheet for peer review.

Development of Ideal Career Model for Community/National/Global Levels

- A). *Design of Career Program* in lieu of final. Visual aids strongly recommended! Include population to be serviced, uniqueness of your model, proposed budget. Creativity, Passion Encouraged! 10 minute presentation & questions. Bring ½ page evaluation sheet for peer review.

Professionalism

- A). *Instructional Process*: This course will function in a seminar/ collaborative learning format where participants will actively and knowledgeably contribute to discussions. Students are responsible for leading the class in text discussions and client profiles. Students will grade the performance of colleagues in these student-led discussions. Completion of weekly assignments to be included in Self-Profile or during class discussion.
- B). *Attendance*: Mandatory for each class. All assignments must be completed, including class work. *Call or email* before class for excused absence and for assignment of additional work. One additional client profile will be required for an excused absence.
- C). *Participation*: Because this class will function in a seminar and roundtable discussion format and not a lecture class, the active participation of all students is required. Participation will be evaluated not only on the quantity of what you say but also on the quality of your contribution to class and group discussions.
- D). *Professional Integrity*: Please be diligent in using proper source citation for all work (APA style) and giving credit when and where due.
- E). *Assignments* are evaluated on effort, professional quality, completeness, and timeliness. **Late assignments** are accepted with prior approval of instructor. Grade may be lowered for late assignments.

Caveat Emptor: As every class has a unique group ethos and experiential base, the Instructor retains the right to make changes to the syllabus, readings, due dates, or assignments as is necessary or appropriate.

Use CPR approach in your work: Creativity Passion Responsibility