

# ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

## PCP 628 CAREER DEVELOPMENT COUNSELING COURSE SYLLABUS

Berl H. Best, Ed. D. LPC  
Spring Semester 2002

Office 833-2551 Ext. 1173  
Home 833-4155

### COURSE DESCRIPTION

Psychosocial and spiritual factors that influence career choice and progression are identified. Additional emphasis will be placed on the changing nature of the employment environment and the need for integrating work and family roles.

### COURSE OBJECTIVES

After completing this course each student will be able to:

1. Demonstrate an understanding of career development theories and identify implications of these theories for career development and counseling practice.
2. Demonstrate an understanding of the needs of the community labor force.
3. Demonstrate an appreciation of the different types of values associated with career counseling.
4. Demonstrate an understanding of labor market information and develop competencies for using this information in the career counseling process.
5. Demonstrate an understanding of various tests and other assessment Instruments used in career development and to develop competencies for using the assessment results along with other relevant data in the career counseling process.
6. Apply the career development theories to the counseling setting.
7. Identify and make applications of the various assessment instruments to the labor force.
8. Identify community resources available for career counseling.

### TEXTBOOKS

Hansen, Jo-Ida. Users Guide, Strong Interest Inventory, Rev. Ed. Palo Alto, CA Consulting Psychological Press, 1992

Holland, John. SDS Professional User's Guide Psychological Assessment Resources, Inc. P. O. 998 Odessa, Florida 33556

Sharf, Richard. Applying Career Development Theory to Counseling 2nd. ed. Pacific

## **METHODOLOGY**

The course will consist of class lecture and discussions led by the professor and students. The administration and interpretation of vocational tests will be discussed.

## **COURSE REQUIREMENTS**

1. Attendance in class is required. More than two absences may reduce a student's grade.
2. Participation in all class activities will be required to pass the course.
3. All assignments are to be submitted on the date they are due. Late assignments will be penalized.
4. Each student will write a paper in which they thoroughly discuss the application of the following theories in the identification and formulation of your career development and career choices made over your life span: Trait-Factor, Erikson, Super, Holland, Roe, Socioeconomic, Psychoanalytical, and Social Learning. Each theoretical position discussed to explain your career direction or choice must, be at least three pages long. Further instructions will be given in class.
5. Each student will articulate his or her own theory of career development. A validation of the selected theory must be supported by research.
6. Pass two classroom examinations. These examinations will include all material discussed and assigned.

## **EVALUATION**

The final grade will be determined as follows:

- |    |                       |                 |
|----|-----------------------|-----------------|
| 1. | Career theories paper | - 100 pts each. |
| 2. | Examinations          | - 200 pts.      |
| 3. | Personal Theory paper | - 100 pts.      |

Grade scale:	90% - 100%	- A
	80% - 89%	- B
	70% - 79%	- C
	Below 69%	- F

## **COURSE OUTLINE**

Introduction

Unit I - Career Development: Theoretical Positions

Unit Objectives: To have knowledge, understanding, and implications of the major approaches to conceptualizing career development. After completing this unit you will be able to:

1. Identify and learn a vocabulary for career development.
2. Identify and describe the various influences that shaped career development theories and practices from 1900 to the present.
3. Describe career development in terms of the following approaches:
  - a. Trait and factor theory
  - b. Holland's theory of vocational personalities and environments
  - c. Super's life-span theory
  - d. Adult career crises and transitions
  - e. Psychodynamic approaches
  - f. Roe's personality development theory
  - g. Krumboltz's social learning theory
  - h. Career decision-making theory
  - i. Sociological and economic approaches
  - j. Understand how social and environmental factors affect the educational advancement, career decision making, and physical, social, and emotional development.

Reading Assignment: Sharf, pp. 1-315.

### Unit II - The Application of Career Theory to Career Counseling

Unit Objectives: To have the knowledge and understanding of making the connection between theory and practice. After completing this unit you will be able to:

1. Describe the career counseling process.
2. Use career development concepts to develop an understanding of the manner in which individuals explore, prepare for, and make decisions related to life roles and settings.
3. Relate career development concepts to the career counseling process.

Readings: Sharf, pp. 355-379.

### Unit III - Career and Labor Market Information and the World of Work.

Unit Objective 1: To have the knowledge and understanding of the nature and structure of the world of work. After completing this unit you will be able to:

1. Develop an understanding of basic economic principles relevant to labor markets.
2. Describe the way the labor force is organized and measured.
3. Describe what a labor market is and how it operates.

4. Describe the Dictionary of Occupational Titles classification system.
5. Identify and use the Guide for Occupational Exploration.

Unit Objective 2: To have the knowledge and understanding of career and labor market information sources, classifications, resources, etc. After completing this unit you will be able to:

1. Describe major sources of career and labor market information.
2. Utilize the Occupational Outlook Handbook
3. Describe major career and labor market information resources.
4. Describe automated systems for the delivery of career and labor market information.
5. Evaluate and organize educational, career, and labor market information.

Readings: Sharf, pp 29-33, 59, 87-88, 114, 161, 248, 298, 321, & 371-373.

#### Unit IV - Developing a Framework For Career Counseling Through The Application of Career Counseling.

Unit Goal: To have the knowledge and skills in the use of educational, career, and labor market information and career guidance and counseling techniques, methods, and assessment procedures. After completing this unit you will be able to:

1. Establish a counseling relationship.
2. Understand and interpret client information and behavior.
3. Use career and labor market information in career counseling.
4. Use standardized assessment in career counseling.
5. Developing an awareness of multi-cultural issues.
6. Use appropriate resources in career counseling.
7. Develop an individual career plan.
8. Identify specific needs of adults, women, teen parents, children at-risk, and persons with disabilities.

### **BIBLIOGRAPHY**

Brammer, L. M., The Helping Relationship: Process and Skills (4th ed.). Engelwood Cliffs, NJ: Prentice-Hall, 1988.

Brown, D., & Brooks, L. Eds. Career Choice and Development (2nd ed.). San Francisco, CA: Jossey-Bass, 1990.

Brown, D., & Brooks, L. Eds., Career Choice and Development: Applying Contemporary Theories to Practice (2nd ed). San Francisco, CA: Jossey - Bass, 1990.

Dawis, R. V., & Lofquist, L. H., A Psychological Theory of Work Adjustment. Minneapolis, MN: University of Minnesota Press, 1984.

Egan, G., The Skilled Helper (3rd ed.) Pacific Grove, CA: Brooks/Cole, 1986.

Goldman, L., Using Tests in Counseling (2nd ed.) New York, NY: Appelton-Century-Crofts. 1971.

Gottfredson, L. S., "Circumscription and Compromise: A Developmental Theory of Occupational Aspirations." *Journal of Counseling Psychology*, vol. 28, 1984.

\_\_\_\_\_, Guide to Occupational Exploration (2nd. ed.) Washington, DC. U. S. Department of Labor, Employment and Training Administration, 1984.

Herr, E. L. & Cramer, S. H., Career Guidance and Counseling Through the Life Span (2nd ed.) Boston, MA: Little & Brown, 1984.

Mitchell, J. V., Jr. Ed., Tests in Print III. Lincoln, NE: University of Nebraska Press. Spuer, NB, 1983.

Williamson, E. G., Vocational Counseling. New York, NK: McGraw-Hill, 1965.