

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
**PCP 628 Career Development Counseling**

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Spring 2003

**Course Syllabus**

**COURSE DESCRIPTION**

*Career Development and Assessment* presents the framework for career education. Career development theory and the methods of career counseling are explored. Students will be guided in developing their own theory of career development. Assessment strategies to work with diverse populations are developed.

**COURSE OBJECTIVES**

After completing this course, each student will be able to:

1. Demonstrate an understanding of career development theories, career counseling models, and identify implications of these theories for various populations.
2. Apply the career development theories to the counseling setting
3. Demonstrate an understanding of the career counseling intake interview.
4. 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.
5. Demonstrate an understanding of career counseling in work settings and its relation to career transitions throughout life.
6. Identify community resources available for career counseling.

**REQUIRED TEXTBOOKS**

Zunker, Vernon G. (2002). *Career Counseling: Applied Concepts of Life Planning, 6<sup>th</sup> ed.* Brooks/Cole, Pacific Grove, CA.

Zunker, Vernon G. & Osborn, Debra S. (1998). *Using Assessment Results for Career Development.* Brooks/Cole, Pacific Grove, CA.

**COURSE OUTLINE**

**Part One-Foundations and Resources**

- |        |   |                      |
|--------|---|----------------------|
| Jan 8  | Introduction, Review of Syllabus  |                      |
| Jan 10 | Career Counseling Today and Its Historical Developments   | Zunker (2002), Ch. 1 |
| Jan 15 | Traditional Theories of Career Development<br>Structural Theory<br>Trait-and-Factor Theory<br>Developmental Theories<br>Ginzberg's Theory of Vocational Development<br>Ann Roe's Need Theory of Personality | Zunker (2002), Ch. 2 |
| Jan 17 | Developmental Theories (continued)<br>Donald Supers' Life-Span, Life-Space Approach to Careers<br>John Holland's Typology Theory of Career Choice   | Zunker (2002), Ch. 2 |
| Jan 22 | Emerging Theories of Career Development<br>Sociological Perspective of Work and Career Development<br>Tiedeman's Decision Making Approach<br>Krumboltz's Social-Learning Model                              | Zunker (2002), Ch. 3 |

Jan 24	Gottfredson's Developmental Theory of Occupational Aspirations Person-Environment-Correspondence (PEC) Cognitive Information Processing (CIP) Social Cognitive Career Theory Brown's Values-Based Holistic Model Contextual	
Jan 29	<b>Oral Presentation</b>	
Jan 31	Career Counseling Models Vroom's Expectancy Model Janis & Mann's Conflict Model Wright's Subject Utility Model Gelatt's Decision-Making Model Yost and Corbishley, Rational Decision-making Model Models using traditional theory	Zunker (2002), Ch. 4
Feb 5	Techniques for Career Counseling Client-centered career counseling Developmental career counseling Behavioral career counseling	Zunker (2002), Ch. 5
Feb 7	Intake Interviews	<b>Theory paper due</b> Zunker (2002), Ch. 6
Feb 12	<b>Test</b>	
Feb 14	Using Assessment Appropriately	Zunker (2002), Ch 1-3
Feb 19	Standardized Assessment Goals in Career Counseling Aptitude Tests	Zunker (2002), Ch. 7 Zunker (UA), Ch. 4
Feb 21	Standardized Assessment Achievement Tests Interest Inventories	Zunker (UA), Ch. 5-6
Feb 26	Standardized Assessment Personality Inventories Values Inventories	Zunker (UA), Ch 7-8
Feb 28	Standardized Assessment Career Maturity Inventories Card Sorts	Zunker (UA), Ch 9-10
Mar 5-7	Spring Break	
Mar 12	Standardized Assessment Computer Assisted Career Guidance	Zunker (UA), Ch. 11
Mar 14	Non-Standardized Assessment Combining Assessment Results	Zunker (UA), Ch.13-14
Mar 19	<b>Test</b>	

### Part Two-Career Counseling for Special Populations

Mar 21 Career Counseling for Multicultural Groups  
Career Counseling for Women Zunker (2002), Ch 10-11

Mar 26 Career Counseling for Men  
Special Issues for Dual Career Families **Assessment Inventories  
& evaluation report due**  
Zunker (2002), Ch 12-13

Mar 28 Career Counseling for Individuals with Disabilities  
Zunker (2002), Ch 14  
Zunker (UA), Ch. 12

### Part Three-Career Counseling in Special Settings

Apr 2 Career Counseling in Schools **Reflective paper due**  
Zunker (2002), Ch 16-17

Apr 4 Career Counseling in Higher Education Zunker (2002), Ch. 18

Apr 9 Career Counseling in Religious Settings TBA

Apr 11 Career Counseling in Work Settings Zunker (2002), Ch. 19

Apr 16 Career Counseling for Adults in Transition Zunker (2002), Ch 20-21

Apr 18 Good Friday (no class)

Apr 23 **Final exam 7:30-10:00 am**

### COURSE METHODOLOGY

The primary means of content presentation will be lecture, class discussion, and group participation.

### COURSE REQUIREMENTS

Students are expected to:

- Complete all reading requirements of texts and related articles, and be prepared to discuss them in class.
- Attendance in class. Participate in class discussions/activities
- Present critique of one major career development theory for oral presentation
- Write a theory paper
- Administer, score, and interpret three or more career assessment inventories for yourself and one other individual
- Write an evaluation report of career assessment battery administered.
- Write a reflective paper
- Successful completion of tests and final exam

### EVALUATION/GRADING PROCEDURE

1. Oral presentation. Present critique of one major career development theory. Critique should be between 5-10 minutes in length.
2. Theory paper. Define your theory of career development. This may mean determining which theory we have discussed you are most comfortable with, or describing some melding of several of them. You need to define the theory. In other words, describe how an individual's career develops over time and how career decisions are made. You will need to use appropriate related journal and/or book passages, and footnote accordingly. A full bibliography should be presented with the work. You may also wish to illustrate your theory by interviewing someone about his or

her career development process. The paper needs to be approximately 8-10 pages in length and must follow the guidelines of APA Publication Manual.

3. Assessment inventories. Using at least three of the inventories used in class, administer assessments to one individual. Score and interpret results. In addition, write an evaluation report for an individual assessed.
4. Integrative Reflective paper. Using the information from your theory paper and assessment tools, write a biography that includes your background, career goals, where you think those goals came from, how you decided upon a career, how well you feel you “match” your career choice, what strengths and weaknesses you bring to your career, etc. This paper must follow the guidelines of APA Publications Manual.

5. The final grade will be the average of the test, final exam, theory and reflective papers, oral presentation, assessment inventories, evaluation report, and class participation.

Tests, Final Exam	30%
Theory Paper, Reflective Paper	40%
Oral Presentation, Class Participation, Attendance	10%
Assessment inventories and Evaluation report	20%

6. The final grade for the class is determined on the following basis

90%	=	A
80%	=	B
70%	=	C
60%	=	F

