

Lifestyle & Career Development

COU 662

3 Credits

Instructor: Gina Larson, MA, ABD, Transition Specialist

Phone: 416-8714

E-mail: gina.larson@doane.edu

Course Description: A course informing students about vocational and career counseling and experiences of multiple interrelationships of career, family, disabilities, and other roles which affect work. In addition, the impact of multicultural, gender, and lifestyle issues on career decision-making are considered. Exploration of career options within the area of counseling will also be addressed to assist students in discovering opportunities within the field.

Required Text:

Applying Career Development Theory to Counseling, 6th Edition

Richard S. Sharf

ISBN-10:1-285-07544-7 Brooks/Cole Publishing, Published 2013

Course Format: The content and structure of this course relates to and builds on the following areas:

1. **Curriculum:** Historical and current theories, approaches, and issues related to career counseling are investigated, critically evaluated and discussed.
2. **Helping Skills:** The ability for students to enhance helping skills in the area of career counseling as well as the opportunity to create a safe/learning environment for observation and critiquing of helping skills.
3. **Technology:** a) Instructor will utilize technology within the classroom.

b) Students will become aware of the technological revolution in the area of career discovery, self-assessment, career counseling, resources, and research.

4. **Leadership/Mentorship:** Students will be given the opportunity to participate in an activity to assist fellow classmates in learning.
5. **Simulation:** Students will be given the opportunity to form triad's for counseling sessions with a "mock client" and utilize career assessment tools, career counseling theory, and development of an action plan to address "mock" client's needs.
6. **Research:** Students will be given the opportunity to research and read topics of interest within career counseling as well as future trends within career counseling.
7. **Interview:** Students will be given the opportunity to interview individuals concerning their career choices, career goals, and factors that influenced choices made.

CAREER DEVELOPMENT

This course focuses on studies that provide an understanding of the professional knowledge and skills necessary to help people develop life-career plans, with a focus on the interaction of work and other life roles. The course addresses the following CACREP standards:

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation

- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

Course Objectives:

1. Demonstrate knowledge of historical and current theories as well as various approaches and strategies related to career counseling.
2. Gain insight to career options within the field of counseling.
3. Develop understanding to life balance within career opportunities.
4. Develop understanding for gender, cultural, lifestyle, and disability issues as they relate to career counseling.
5. Expand research skills.

Course Requirements:

1. Attendance: Attendance is required and will be taken for each class session.
2. Readings, Class Discussion, and Class Activities: Students will complete required readings prior to class discussion. Students will participate in question and answer sessions with their peers and instructor.
3. Special Population Report: Each member of the learning community will select a special population to research and write a report in the area of special concerns, considerations, and unique needs in the area of career/lifestyle development. Examples include, but are not limited to: Women, displaced homemakers, addictions, homeless, minorities, specialized fields, special needs, and other populations that are instructor approved. Details and requirements provided first night of class.

4. Interviews: Students will be given the opportunity to interview 2 individuals on their career choices, and write a paper summarizing the information. Format requirements will be given the first class session.

5. Theorist Presentation/Simulation (Partner(s)): Students will be assigned a theory or theorist to develop a learning presentation to you peers in weeks 4-7. This learning presentation should be a minimum of 15 minutes and followed with a demonstration of the theory in a client/counselor session, this session should be at least 40 minutes. For a total of 55 minutes.

6. Career Scenario Response: Students will be provided a career scenario and select a career theory in which to address the career concerns presented.
Outline of response should be as follows: a) Identify key career concerns, b) Career theory selected and rationale for selection, c) Assessments to be administered to client, d) Activities (homework) client will be assigned, e) Career Action Plan development, f) Reflection of learning.

7. Weekly reading reviews-each week you will have a review over the materials covered in the text reading for this week.

Course Assignments - 500 points total Point Value % of Grade

1. Career History Interviews 2@ 20 points each.....	40 points	8 %
2. Class Attendance-Participation.....	20 points	4 %
3. Discovery Counseling Session.....	100 points	20 %
4. Special Population Paper/Presentation.....	180 points	36 %
5. Weekly reviews.....	90 points	18 %
6. Career Scenario Response.....	70 points	14 %

Grading Criteria:

To receive a grade of B- or better all assignments must be successfully completed. Attendance will be used as a determining factor in final grade. Grades will be calculated based upon the percent of points earned out of the

total possible points. The following percentages will apply: (I believe in awarding an A+ when work/discovery/effort warrants)

A =100-95

B- = 81-79

D+ = 68-66

A- =94-90

C+ = 78-76

D = 65-62

B+ = 89-87

C = 75-72

D- = 61-60

B = 86-82

C- = 71-69

As you can see I believe in a variety of alternative assessment styles to show student understanding and application of material covered in class.

Academic Integrity Policy:

All individual student work will represent the student's own work. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and /or dean of undergraduate studies.