

**Portland State University**  
**Graduate School of Education**  
 Department of Counselor Education

*“Meeting our diverse communities’ lifelong educational needs”*

**Graduate School of Education Conceptual Framework**

<b>Vision - Preparing professionals to meet our diverse communities’ lifelong educational needs</b>			
			
<p><b>Diversity and inclusiveness</b>                      Candidates work effectively with diverse populations (1.1)                      Candidates promote inclusive and therapeutic environments (1.2)</p>	<p><b>Research-based practices and professional standards</b>                      Candidates critically analyze and implement research-based practices (2.1)                      Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p><b>Impact on learning and development</b>                      Candidates ensure that all learners and clients succeed (3.1)                      Candidates use technology to enhance learning and development (3.2)                      Candidates influence policy and provide leadership for organizations (3.3)</p>	<p><b>Evidence-informed decision making</b>                      Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

**Spring 2011**  
**COUN 568: Career and Lifestyle Planning (3 credits; CRN 60779)**  
**Wednesdays, 4-6:20 pm**  
**Neuberger Hall 241**

**INSTRUCTOR**

Tina Anctil, Ph.D., CRC, LPC  
 304 Education Bldg; Mailbox ED204  
 Office Phone: 725.9886 (voice mail messages)  
 Office Hours: Wednesdays 1-4; by appointment. Please email me to schedule at appointment during these hours.  
 Email: [anctil@pdx.edu](mailto:anctil@pdx.edu)

**Accommodation:** Students in need of an accommodation should immediately inform the instructor. Students are referred to Disability Services (725-4150; TTY/Relay 725-4718) to document their disability and to secure support services when appropriate. I will work with you to arrange the supports you need in this class.

**Course Catalog Description**

This course examines the theoretical foundation for career choices, factors that influence choices, the role of information, the skills and practices of effective helpers, the exploration/testing/labor market information sources which contribute to the value choices that are made, and related issues and problems. Prerequisite: admission to the program and COUN 541, or permission of instructor. Methods of instruction include lecture, small group work, individual assignments, and whole class discussion.

**COURSE OBJECTIVES**

- The student will learn about the historical foundations of career counseling and become familiar with recent developments in the career counseling field.
- The student will be able to describe and compare the key concepts, assessment tools, counseling process, and predictions made by established theories and models of career choice, development, and adjustment.
- The student will be introduced to tools of assessment used in career counseling.
- The student will be introduced to sources of career information.
- The student will become familiar with career development objectives and appropriate activities for people at different parts of the life-span.
- The student will be introduced to school-to-work/school-to career programs.
- The student will be able to discuss career development and vocational assessment issues of racial/ethnic minorities, women and other diverse groups.

### **TSPC COMPETENCIES ADDRESSED IN THIS COURSE**

#### **School counselors are expected to:**

- Demonstrate ethical standards and legal framework unique to counseling
- Support school to work transition and career planning
- Assist with curriculum coordination as it relates to guidance activities
- Understand student assessment as it relates to academic, career counseling, and personal/social development;
- Continuing License Competency: Collaborate with colleagues, staff, parents, and the public to enhance the student's performance

### **CORE COMPETENCIES ADDRESSED IN THIS COURSE**

#### **Rehabilitation counselors are expected to:**

- Articulate and apply career development theories and the importance of work to consumers with whom one works.
- Utilize career/occupational materials and labor market information with the consumer to accomplish vocational planning.
- Explore occupational alternatives and develop career plans in collaboration with the consumer.
- Identify the prerequisite experiences, relevant training, and functional capacities needed for career goals of the consumer and facilitate the consumer's understanding of these issues.
- Identify the consumer's need for accommodation and facilitate the use of resources to meet those needs.
- Facilitate consumer involvement in determining vocational goals and capabilities related to the world of work.

- Review medical information with consumers to determine vocational implications of related functional limitations.
- Identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills in assisting the consumer to achieve successful job placement.

**Department Policy Statement:** The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:  
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>  
Failure to do so can result in termination from the program.

### **REQUIRED TEXTS**

Gysbers, N., Heppner, M., Johnston, J. (2009). *Career counseling: Contexts, processes, and techniques*. Alexandria, VA: American Counseling Association.

*School Counseling Students Only:* Gysbers, N.C. & Lapan, R.T. (2009). *Strengths-based career development for school guidance and counseling programs*. Chelsea, MI: Counseling Outfitters, LLC.

*Rehabilitation Counseling Students Only:* Szymanski, E.M. & Parker, R.M. (2010). *Work and disability: Contexts, issues, and strategies for enhancing employment outcomes with people with disabilities (3<sup>rd</sup> Ed.)*. Austin, TX: Pro-Ed.

## **COURSE REQUIREMENTS**

Class Participation: You should come to each class session having carefully read all assigned materials and prepared to participate in a variety of class discussions and activities.

Attendance and punctuality are expected. If you have a special concern or circumstances such a family emergency should contact me as soon as possible. To minimize disruptions, please silence or turn off cell phones during class. Do not text message during class. *After the first missed class, 5 points will be deducted per absence.*

Theories Mid-Term Exam (100 points): True or False, multiple choice, and short answer test covering career development theories discussed in reading, assignments, and lectures.

Approximately 60 questions. *Exam date is April 27<sup>th</sup>.*

Personal Career Assessments (25 points): During the course, you will be required complete the following assessments: Strong Interest Inventory, Meyers Briggs Type Inventory (MBTI), NEO PI-R, CIS Skills Assessment, CIS Work Important Locator, and a career genogram (see Gybers, Heppner & Johnston, p 193-204). Completing these assessments is designed to provide you with experience and familiarity in the uses, content, and application of traditional and common career assessment measures. You may use prior assessment results for any assessments you have completed within the last year. See page 7 of the syllabus for the Assessments Instructions. *This is an ungraded requirement; complete it satisfactorily and you will receive full credit. Due April 27<sup>th</sup>.*

Career Style Interviews (25 points): You will complete a career style interview with your project partner. These interviews will be conducted in class on May 4<sup>th</sup>. The results of the interview must be submitted in a written format (which will be handed out in class).

Rehab Students Only: Career Assessment and Planning Project (100 points): You will prepare a report discussing the career development of another student (i.e., “client” ) in the class. Your peer/client will be assigned a disability, unless he/she has a disability they are willing to disclose. The aim of this assignment is for you to gain practical skills in the integration of formal and informal vocational assessment information, as well as techniques for delivering this information to individuals with disabilities. You will be evaluated on your proficiency in understanding and reporting the career assessment results and developing career planning goals with your peer/client; not counseling skills per se. Class time and required readings will include discussions and demonstrations of career counseling procedures and techniques, and thus prepare you well for this assignment. A client summary report is required. Projects must be uploaded to Tk20. *See project instructions handout for assignment details. Due no later than May 25<sup>th</sup>.*

School Counseling Students Only: Individual Post-Secondary Educational Planning Project: (75 points): You will prepare a report outlining the postsecondary educational plan for another student in the class. The aim of this assignment is for you to gain practical skills in the integration of formal and informal vocational assessment information, as well as techniques for delivering this information to students and their families. You will be evaluated on your proficiency in understanding and reporting the career assessment results and developing career and educational/training goals with the high school student; not counseling skills per se. Class time and required readings will include discussions and

demonstrations of career counseling procedures and techniques, and thus prepare you well for this assignment. These plans will become part of your school counseling portfolio, (i.e., used for TSPC licensure) and will be uploaded to Tk20. A student summary report is required. *See project instructions handout for assignment details. Due no later than May 25<sup>th</sup>. Please hand them in earlier if you can.*

School Counseling Students Only: Classroom Guidance Career Development Activity Plans & Demonstration (25 pts): Working in teams of three, you will develop two classroom guidance career development activities: one for an elementary school and one for a high school. Each activity should be presented in the standard lesson plan format (see Effective Teaching course) which should include a statement of your goals, the materials needed, an outline of the activity/procedure, your evaluation plan (i.e., how will you know the activity is successful), copies of any handouts involved, a list of helpful references/resources, a cross-walk to the Oregon Career Standards. The career development activity plans will be graded in terms of completeness and the quality of the content. These plans will become part of your school counseling portfolio, (i.e., used for TSPC licensure) and will be uploaded to Tk20. *Activity plans and demonstrations are due on June 1st.*

**This class will use D2L for management purposes. <https://d2l.pdx.edu/>**

**Grading scale: 94-100% (A); 90-93% (A-); 87-89% (B+); 84-86% (B); 80-83% (B-); etc.**

## Course Schedule

GHJ=Gysbers, Heppner, Johnston text

SP=Szymanski & Parker text

GL= Gysbers & Lapan text

d2l= <https://d2l.pdx.edu/>

Date	Topic	Readings & Assignments
<b>March 30</b>	Course Overview History of Career Counseling How Personal is Career Counseling?	GHJ: Preface, Ch. 1 GL: Ch. 1 SP: Ch. 1-3 School Only: Schenk et al., in press; Anctil et al., in press (d2l)
<b>April 6</b>	Career Information Systems (CIS) Training. <i>Guest Lecturer: Laura McCoid, University of Oregon</i>  <b><u>Class meets in MISL</u></b>	Familiarize yourself with the Skills Assessment Counselor Manual (d2l)  Catch up on last week's reading, it will be on the exam!
<b>April 13</b>	Selected Trait & Factor & Developmental Theories of Career  <i>Strong Interest Inventory Interpretation—Bring your report to class</i>	Supplemental Reading: Brown, 2012, Chapter 2 (d2l) SP: Ch. 4
<b>April 20</b>	Learning Theory-Based, Post-Modern, Socioeconomic, and Decision-Making Theories	Brown, 2012, Chapter 3 (d2l) GL: Ch. 2 Optional: Savickas, 2010 (d2l)
<b>April 27</b>	<b>Mid-term Exam: Career Development History &amp; Theories</b>	<b>Career Assessments Due</b> (-5 points for each missing assessment, no exceptions)

<p><b>May 4</b></p>	<p>Qualitative and Quantitative Career Assessments</p> <p><b>Bring Career Assessment results to class</b></p> <p>Narrative Career Counseling Demonstrations &amp; Guest Video/Dr. Mark Savikas</p> <p>Career Style Interviews conducted in class</p>	<p>GHJ: Ch. 11, 13</p> <p>Taber et al., 2011 (d2l)</p> <p>Optional: Reh fuss, Cosia, Del Corso, 2011 (d2l)</p>
<p><b>May 11</b></p>	<p>Career Development Models Comprehensive Guidance Models</p> <p>4-5pm: School Counseling Only Guest Speaker/Webinar Naviance (www.naviance.com)</p>	<p>GL: Ch. 3 SP: Ch. 6</p> <p><b>Career Style Interviews Due</b></p>
<p><b>May 18</b></p>	<p>Career Development Across Groups &amp; Families</p> <p><i>Movie: People Like Us</i></p>	<p>GHJ: Ch. 3-7</p>
<p><b>May 25</b></p>	<p>Designing &amp; Delivering Career Development in Schools Disability &amp; Reasonable Accommodation Evidence-Based Practice</p>	<p>GL: Ch. 4-6 SP: Ch. 5 &amp; 9</p> <p><b>Career Assessment Projects Due</b></p>
<p><b>June 1</b></p>	<p>School Counseling Career Guidance Demonstrations</p> <p>Using Occupational &amp; Labor Market Information—bring a laptop or iPad if you have one!</p> <p>Course Evaluations</p>	<p>GL: Ch. 7 SP: Ch. 8</p> <p><b>School Only: Career Development Activities Due</b></p> <p><i>O*NET OnLine:</i> <a href="http://online.onetcenter.org/">http://online.onetcenter.org/</a> <i>Oregon Labor Market Information System:</i> <a href="http://olmis.emp.state.or.us/olmisi/OlmisZine">http://olmis.emp.state.or.us/olmisi/OlmisZine</a></p>
<p><b>June 8th</b></p>	<p>Meet with Prof. Anctil in pairs to receive feedback and peer evaluation of career projects. Appointments will be scheduled in class on June 1<sup>st</sup>.</p>	

## Career Assessment Instructions

1. **Strong Interest Inventory:** Take this assessment online. The interpretive report will be sent to Prof. Anctil, which I will then email to you as a pdf.

Go to the following website: <https://online.cpp.com>

Use the following information to login to the assessment system (it is case specific)

Login: COUN568

Password: govikings2011

UserID: (leave this blank)

You will be prompted to fill out a demographics page.

- o Provide the requested demographic information.
- o Click **CONTINUE**.
- Follow all directions to complete your assessment.
- Respond to every item, answering the questions as spontaneously as possible. Don't think about how you "should" answer the question. The right answer is how you most accurately feel about the answer.
- After completing the assessment click **CONTINUE** at the bottom of the page.
- Write down your **USER ID**.
- If you have completed everything you have been instructed to take, click **LOGOUT**.
- If for any reason you cannot complete an assessment in its entirety, be sure to click **SAVE & COMPLETE LATER**, so your responses will be saved and can be recovered when you resume.
  - o Write down the User ID number so you can resume and/or take additional assessments using the same User ID.
  - o Click **LOGOUT** and close your browser session
  - o To continue the assessment, return to item 1 above and start again, entering your **USER ID** in Step 4 and clicking **RESUME** in Step 5.

2. **NEO PI-R:** Take this assessment using the Item Booklet given out in class, along with the Hand-Scoring Answer Sheet. **DO NOT** write in the booklet, we reuse these each year.

Take the completed Hand-Scoring Answer Sheet to the MISL and input the answers on the PC that with the sign that reads NEO. Print the report.

3. **CIS Skills Assessment:** <http://oregoncis.uoregon.edu/home/>  
Passwords and instructions will be handed out separately in class.

First, review the Skills Assessment Manual. Available on the CIS Website or on the course website. For the CIS website, click on Site Resources, Tools for Faculty and Staff. Click on Exploration Tools, scroll down to the Skills Assessment Manual. Once you've read the site manual and are familiar with the assessment: in the box labeled "Explore Interests Skills and Values", click on Skills Assessment and follow the instructions. Be sure to save and print your results.

4. **CIS Work Important Locator:** <http://oregoncis.uoregon.edu/home/>



See instructions for #3 above. Then, in the box labeled, “Explore Interests Skills and Values”, click on Work Importance Locator and follow the instructions. Be sure to save and print your results.

5. **Career genogram:** See Chapter 11 in Gysbers, Heppner, Johnston text. See also, Figure 11.3 for a visual example, pg. 196. Complete your own career genogram according to the instructions and examples provided in this text.

## **Career Assessment and Planning Project Guidelines Rehabilitation Counseling Students ONLY**

Prepare a confidential report discussing the career development of your peer/client in the class. You will be evaluated on your proficiency in understanding and reporting the career assessment results and developing career planning goals with the client. The report will not be shared with anyone except the course instructor; however, please use a pseudonym.

Include the completed career assessments with the report.

If your peer/client does not have disability or are unwilling to disclose a disability, he/she will be provided with a mock disability for this assignment (in class). Each client should have a diagnosis, functional limitations, and prognosis information, which you must incorporate into the client's career assessment.

Compile all of the above in a folder by the deadline. **Post the report to Tk20.**

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### Assessment/Counseling Session Guidelines

1. Collect and review the client's assessment results: Strong Interest Inventory, Meyers Briggs Type Inventory (MBTI), NEO PI-R, CIS Skills Assessment, CIS Work Important Locator, and a career genogram.
2. Complete the Career Style Interview, integrating disability related information as necessary and appropriate for your client.
3. Synthesize and interpret the career assessments and the Career Lifestyle Interview. Integrate all of these assessments and development your own career hypotheses and recommendations for the client, taking into account his/her functional limitations. Use a career development theory that you like to guide you.
3. Synthesize and interpret the career assessments *with the peer/client*. Note how the peer/client responds to the validity of your interpretations and prepare a paragraph summarizing the strengths and weaknesses of the reporting session (i.e., did the client become defensive? Could you have used different language to encourage acceptance rather than defensiveness? Did the client agree or disagree with your interpretations? ). Submit this report with the assessments in the folder.

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### Report Guidelines (2-3 pages, single spaced).

Your report should include the following sections:

- A. Client Overview/Personal Variables (include as appropriate):** Age, gender, relationship status, children, sexual orientation, ethnocultural heritage, racial identity, SES, disability and functional limitations, languages spoken, history of immigration,

family of origin and multigenerational history, recreation/avocations, and special roles, etc.

- B. Qualitative Summary.** Using the results from your Career Style Interview and the Career Genogram tell the peers/client's story in one concise paragraph.
- C. Quantitative Analysis** (Strong Interest Inventory, MBTI, NEO PI-R, CIS Skills Assessment, CIS Work Important Locator). Prepare one to two summary paragraphs that highlights the similarities and key findings from these assessments. You may also choose to discuss discrepancies between the findings.
- D. Summary Paragraphs:** Write 2-3 paragraphs that synthesize the critical results of A-C. Be sure to include a discussion of personal strengths and weaknesses (or strong likes and strong dislikes) as well as an integration of important contextual variables as they apply to the client. Finally, you do not need to include a *specific* job goal (e.g., chef), but should include suggestions for the kinds of jobs your client should consider (e.g., a position that allows autonomy and leadership within certain career clusters the peer/client could pursue).

Ethics Note: In your discussions with the client/student, he or she may disclose confidential and personal information. It is your duty to maintain confidentiality and trust in accordance with ethical guidelines for counselors set forth by the ACA and the CRCC.

## **Career Assessment and Post-Secondary Educational Project Guidelines School Counseling Students ONLY**

Prepare a report discussing the career development of a peer/student in the class, who is posing as high school student for this assignment. You will be evaluated on your proficiency in understanding and reporting the career assessment results and developing a post-secondary educational plan with the peer/student and his/her fictional family. The report will not be shared with anyone except the course instructor; however, please use a pseudonym.

Include the completed career assessments with the report, in one folder and submit by the deadline. Post the report to Tk20.

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### Assessment/Counseling Session Guidelines

1. Collect and review the student's assessment results: SDS, MBTI, NEO PI-R, career genogram, CIS Skills Assessment, and CIS Work Important Locator.
  2. Synthesize and interpret the career assessments. Integrate the standardized assessments and development your own career hypotheses and recommendations for the high school student. Use a career development theory that you like to guide you.
  3. Using the results, explore post-high school training options on CIS. Develop a recommendation or a series of viable options for the student.
  4. Synthesize and interpret the career assessments and recommendations for post-high school training *with the peer/student*. Note how the peer/client responds to the validity of your interpretations and prepare a paragraph summarizing the strengths and weaknesses of the reporting session (i.e., did the client become defensive? Could you have used different language to encourage acceptance rather than defensiveness? Did the client agree or disagree with your interpretations?). Submit this report with the assessments in the folder.
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### Report Guidelines (2 pages, single spaced).

Your report should include the following sections:

- E. Student Overview/Personal Variables (include as appropriate):** Age, gender, relationship status, children, sexual orientation, ethnocultural heritage, racial identity, SES, disability and functional limitations, languages spoken, history of immigration, family of origin and multigenerational history, recreation/avocations, and special roles, etc.. You may write this in such a way that it tells the peers/students story.
- F. Career Assessment Analysis (SDS, MBTI NEO-PI-R, CIS Skills Assessment and CIS Work Important Locator; Career Style Interview; Career Genogram).** Write one-two summary paragraphs that highlights the similarities and key findings from these assessments. You may also choose to discuss discrepancies between the findings.

**G. Post-High School Recommendations.** Based on the assessment results, use the CIS to make post-high school training or college recommendations. Be as specific as possible including where, application information, length of training, costs, etc.

Ethics Note: In your discussions with the client/student, he or she may disclose confidential and personal information. It is your duty to maintain confidentiality and trust in accordance with ethical guidelines for counselors set forth by the ACA and the CRCC.