

**APCE 616**  
**Career Theory, Counseling, and Assessment**

Spring 2024

March 29 – March 31; April 12-14

Instructor: Stephen L. Wright, Ph.D., LP, LPC	Office: McKee Hall 200
Teaching Assistant: TBA	Office Hours: Wed 1-2:30pm; Thur 11-1:30pm
Class Meets: Denver/Lowry	Phone: 970.351.1838
Credits: 3.0	Email: <a href="mailto:stephen.wright@unco.edu">stephen.wright@unco.edu</a>
Location/Room: TBA	Prerequisites: None

**Please note: PowerPoint presentations are accessible in Canvas and will follow the course outline.**

**Course Description:** This course introduces students to theory and methods of career counseling. It also introduces and familiarizes students with career assessment instruments and provides opportunities for the discussion of current issues in the field of career counseling.

**Knowledge and Skill Outcomes:** Upon successful completion of this course students will have knowledge and understanding of the:

1. Theories and models of career development, counseling, and decision making (CACREP Standard 2.F.4.a). – exams, classroom discussions, & presentation
2. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP Standard 2.F.4.b). – exams, classroom discussions, activities, presentation, & paper
3. Processes for identifying and using career, avocational, educations, occupational and labor market information resources, technology, and information systems (CACREP Standard 2.F.4.c). – exams & classroom activities
4. Approaches for assessing the conditions of the work environment on clients' life experiences (CACREP Standard 2.F.4.d). – exams, classroom discussions, activities, & paper
5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP Standard 2.F.4.e). – exams & classroom activities
6. Strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP Standard 2.F.4.f). – exams & classroom discussions
7. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP Standard 2.F.4.g). – exams, classroom discussions, & activities
8. Strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP Standard 2.F.4.h). – exams, classroom discussions, activities, & paper
9. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP Standard 2.F.4.i). – exams, classroom discussions, activities, & paper
10. Learn about the empirical research related to career development. – exams, classroom discussions, classroom activities, & paper

11. Understand interrelationships among and between work, family, and other life roles and factors, including the role of individual and cultural diversity issues in career development.  
– exams, classroom discussions, classroom activities, & paper

*\*The methods used to evaluate each Knowledge and Skill Outcome are listed after each standard*

**Methods:** Methods of instruction include, but are not limited to the following: readings, lectures, classroom discussions, exams, paper/report, presentations, and classroom activities.

**Course Content:** The course is designed to provide students with the knowledge of career counseling theories, assessments, and methods, introduce the use of career assessment instruments, increase knowledge to work with clients of different ages, races, ethnicities, and gender, and discuss current issues, trends, and ethics in the field of career counseling.

**Required Texts:**

Sharf, R. S. (2013). *Applying career development theory to counseling* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth.

\*\*Additional readings will be assigned by the instructor

**Recommended Readings:**

Brown, S. D., & Lent, R. W. (Eds.). (2021). *Career development and counseling: Putting theory and research to work* (3<sup>rd</sup> ed). Hoboken, NJ: Wiley.

**Professional Conduct/Ethics:** All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

**Recording Devices:** Using recording devices or recording software/apps in the classroom of any type will not be permitted (e.g., audio, video). Students audio or video recording classroom lectures must be provided prior approval from this instructor or an accommodation letter from Disability Resource Center Services must be provided by the student prior to recording information. Violations may result in failure of the course and possibly dismissal from the program. **Social Media:** There should be no information related to this course posted or shared on any social media platform or the internet in any way. Violations may result in failure of the course and possibly dismissal from the program.

**Electronic Devices:** Using electronic devices (e.g., computers, iPads, phones) in the classroom for any reason not related to the course (e.g., social media or online use, messaging, texting) will not be permitted without prior approval. Artificial Intelligence and/or any Machine Learning tools or software are not permitted to be used in any way related to this class or any assignments. Violations may result in reduction in final grade or failure of the course.

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## University Syllabus Statements:

### ADA AND TITLE IX SYLLABUS STATEMENTS

#### Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

#### Title IX / Equal Opportunity

The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's [Office of Institutional Equity and Compliance](#) (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the OIEC. This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC has confidential victim advocates available 24/7 by phone – students can contact the [Assault Survivors Advocacy Program](#) (ASAP) at 970-351-1490 to seek confidential guidance and support.

### CONFIDENTIAL CAMPUS RESOURCES

#### Assault Survivors Advocacy Program (ASAP)

Office Located: 2<sup>nd</sup> floor of Cassidy Hall

Office Phone: 970-351-1490

Web: [unco.edu/asap](http://unco.edu/asap)

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: [advocacy@unco.edu](mailto:advocacy@unco.edu)

#### UNC Counseling Center

Office Located: 2<sup>nd</sup> floor of Cassidy Hall

Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm

Web: [unco.edu/counseling-center](http://unco.edu/counseling-center)

#### Psychological Services

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Hours: By Appointment

Email: [ppsy.clinic@unco.edu](mailto:ppsy.clinic@unco.edu)

\*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who have experienced sexual or interpersonal violence, who are concerned about someone who has, who would like to learn more about sexual or interpersonal violence, or who wish to report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

## ARTIFICIAL INTELLIGENCE (AI) USE STATEMENT

Artificial Intelligence and/or any Machine Learning tools or software are not permitted to be used in any way related to this class or any assignments. If you use these tools, your actions would be considered academically dishonest and violations may result in reduction in final grade or failure of the course

## ADDITIONAL SYLLABUS STATEMENTS

### Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

### Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

### Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student *resources*, or to schedule an *appointment*, visit the website: [www.unco.edu/career/students](http://www.unco.edu/career/students) or for student *events*, visit: [www.unco.edu/career/events](http://www.unco.edu/career/events).

### We are located:

Office: University Center 1<sup>st</sup> floor

Hours: M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

**It's never too early to talk about career!**

## Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

### **Asian Pacific American Student Services (Cultural Center)**

924 20th St  
Greeley, CO 80639  
(970) 351-1909  
[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

### **Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)**

1410 20th St  
Greeley, CO 80639  
(970) 351-2424  
[ChavezCenter@unco.edu](mailto:ChavezCenter@unco.edu)

### **Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership**

Development  
1915 10th Ave  
Greeley, CO 80639  
970-351-1492  
[cwge@unco.edu](mailto:cwge@unco.edu)

### **Center for Gender and Sexuality (Resource Center)**

2215 10th Ave., Campus Box 42  
Greeley, CO 80631  
970-353-0191  
[gsrc@unco.edu](mailto:gsrc@unco.edu)

### **Marcus Garvey Cultural Center (Cultural Center)**

928 20th St., Campus Box 41  
Greeley, CO 80639  
(970) 351-2351  
[MGCC@unco.edu](mailto:MGCC@unco.edu)

### **Native American Services (Cultural Center)**

924 20th St  
Greeley, CO 80639  
(970) 351-1909  
[AsianPacificAmerican.StudentServices@unco.edu](mailto:AsianPacificAmerican.StudentServices@unco.edu)

### **Veteran's Services (Resource Center)**

1815 8th Ave  
Greeley, CO 80631  
970-351-1403  
[LaChaune.DuHart-Wood@unco.edu](mailto:LaChaune.DuHart-Wood@unco.edu)

## Food Insecurity

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information.

## Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

## Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

## Student Well-Being

Students often experience stressors that make it difficult for them to meet the challenges of their courses—stressors like sleep problems, financial concerns, relationship concerns, employment difficulties, feelings of anxiety, hopelessness, or depression.

- If you are struggling with this class, please visit me during office hours or contact me via e-mail.
- If you're not sure where to turn, the [website](#) for UNC's Student Outreach and Support (SOS) office lists a wide variety of resources for students. Case Managers in the SOS office can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, and illness or injury.
- Mental health professionals are available for free, confidential consultations in the Counseling Center. To access staff in the Counseling Center, call 970-351-2496 or stop by the Center, located on the second floor of Cassidy Hall. If you are experiencing a crisis after-hours, call the Counseling Center and press #2 to connect with a crisis counselor.

## Tutorial Services

Please consider including a statement about our services on your syllabus to encourage your students to take advantage of the academic support available in Tutorial Services. Below are sample statements for your use:

### For all courses supported by individual tutoring:

UNC's Tutorial Services (TS) provides free academic support to UNC students enrolled in undergraduate courses. At TS, a trained peer tutor will work with you individually or in a small group to help you understand course content and be successful in this class. For more information or to make an appointment, stop by TS in the lower level of Michener Library (L-149), or visit the TS website at <http://www.unco.edu/tutoring>.

### For all courses supported by Supplemental Instruction:

This course is supported by Supplemental Instruction (SI), through which a trained SI leader will offer three 1-to-2 hour study sessions each week to review course content, work through problems or activities related to this class, and help you prepare for exams. I strongly encourage you to participate in SI. For more information about the SI model, visit the TS website at <http://www.unco.edu/tutoring>.

## University Libraries

The University Libraries has the spaces, resources, and support you need to help you achieve your academic goals. Visit us at Michener Library, on west campus, or at Skinner Music Library, on central campus. Check out all the resources we offer, from scholarly journal databases and streaming media to laptops and anatomical models, at our website: <https://www.unco.edu/library/>. Need research help from an expert? Ask a librarian. We offer multiple ways to get in touch: <https://www.unco.edu/library/research-help/>.

## Writing Center

### Strong writers seek feedback.

The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. We welcome all sessions, whether you're just getting started or are ready to hand in your final draft. You're the content expert; we're the writing experts. Let's work together!

Schedule your in-person, video, or email session today by visiting: <http://www.unco.edu/writing-center>

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**Course Requirements and Evaluation:**

(Used to achieve course objectives and content listed above)

**Class Group Presentation Project (50 points):**

As a small group, you will work with one or two other individual(s) from this class to create a detailed step-by-step guide on how to perform a career intervention/activity used to enhance individuals' career development (broadly defined); see course outline on Day 6 for sample career interventions/activities. Your guide should be manualized in a way that the intervention/activity can be replicated in the future by other professional career counselors. Your guide should include the following:

- 1) A list of materials needed for the intervention (e.g., paper, scissors, glue, magazines)
- 2) The type of population and setting it applies to (e.g., middle school individuals, emerging adults, retired individuals, dual career couples, high school setting, college classroom, prison setting)
- 3) Modality used for the intervention (e.g., telehealth, in-person, individual, group setting, classroom setting).
- 4) An extremely detailed description on how to apply the intervention in a manualized/replicable way. Each step in the process should be described in detail that will allow other career counselors to carry out the intervention the same way with future clients. This can be in outline format or a step-by-step listing.

All topics must be prior approved by the professor. You will be expected to provide the entire class the step-by-step guide to carry out the career intervention/activity (see Expectations for Group Presentation grading sheet at the end of the syllabus). You are expected to equally contribute to the project and the final project should be uploaded to Canvas and emailed to the class.

**Exams (100 points):** There will be two exams consisting of multiple-choice questions. The exams will cover the information from the book, articles, lectures, and class discussion.

**Vocational Assessment Report (50):** You will be required to write a career assessment report that integrates theory and test data. You will analyze your own vocational development process and complete an assessment measure that is frequently used in career counseling, which is the O\*NET Interest Profiler Short Form (O\*NET; <https://www.mynextmove.org/explore/ip>) and the Myers Briggs Type Indicator (MBTI). Based on the assessment results and your own personal career experiences, you will identify and apply a career theory related to your career development and goals. The report is designed for you to articulate your career development within a theoretical perspective using empirical data. In the first section of the report, you should discuss your career development by conceptualizing it from a single career theory that has been presented in class. Make sure to give an overview of the theory; individual and cultural diversity issues should be considered. Next you will incorporate the tests data from O\*NET and MBTI by discussing the results. Remember to present the themes of O\*NET and MBTI that emerge from the data. In the summary section, you will want to emphasize the theoretical information you discussed earlier in your report and how it is supported by the empirical data from O\*NET and MBTI. In this section, you should present the most salient themes from your report to provide a strong vocational summary of your career development that is theoretically and empirically derived. Lastly, you will provide at least 5 recommendations based on all of the information from the report. The recommendations should be guided by empirical and/or theoretical literature

and must be able to be implemented in a realistic manner. *Scoring criteria for the report is provided at the end of the syllabus.*

*Please note:* Only include information in your report that you are comfortable sharing and please do not disclose any personal information that you do not want to share and/or that is not related to your career development.

*Writing standards:* Your paper should be no more than 3 pages single spaced. As a graduate student, it is expected that you have strong writing skills. Therefore, your report should be professionally written and be free from any grammatical and spelling errors. The finished product of this report is expected to be at the quality closely representative of a professional career report that you would provide to a client.

**Telehealth Career Interventions (15 points):** You will be required to perform three different career interventions using telehealth (e.g., Zoom, Teams) with another student from class and then write a 1-page summary discussing the overall application of the interventions using a telehealth online format (you must address the 3 points below). It is expected that you have your video screen turned on and you are displayed in the video screen. You should behave in a professional manner as you would be expected in a professional counseling setting. Please be aware of your background surroundings to ensure a professional environment is being seen by others. See the course outline on Sunday, Day 6, for a sample list of interventions. Please make sure to consider the relevant ethical codes (e.g., ACA Code of Ethics: Section H; Distance Counseling, Technology, and Social Media).

After completing three telehealth career interventions, you will write a 1-page single spaced summary that should address the following points specific to you as a future professional counselor as it relates to career counseling:

1. What are the strengths and weaknesses of each career intervention using telehealth as a future professional counselor?
2. What supports and barriers would you anticipate in using telehealth for career work?
3. What is your professional opinion about using telehealth for career work?

**Leading Class Discussions (25 points):** Each student will review an article related to a contemporary issue(s) in the career field and lead a small group class discussion. Your article must have been published in the last three years. You will be responsible for providing an outline (1 page, single spaced) of the article to the class, 3 – 4 class discussion questions, and then facilitate the in class discussion. Your outline should include at minimum: an overview, strengths, limitations, research implications, and counseling implications. The number of small groups will be determined based on class size. The article must be from one of the following journals:

- *Journal of Vocational Behavior*
- *Career Development Quarterly*
- *Journal of Career Development*
- *Journal of Career Assessment*

All journals are accessible on-line through UNC's library. Provide the reference of your article in APA format

**Attendance and Active Participation (10 points):** Attendance and participation related to academic content are expected at all required class meetings. You should NOT assume that you will receive all attendance and participation points for only attending class; you must earn the points, just as you do with any other assignment. **Participation:** You should have a “capacity to relate effectively and meaningfully with individuals, groups, and/or communities.” It is expected that you participate in a professional manner and your interpersonal interactions are respectful to



others, as well as maintaining a professional attitude. Self-awareness (e.g. self-assessment, self-care, openness to feedback) will also be needed to actively participate in class. Class participation is defined as provoking thought and furthering discussions. Points will not be awarded for nonparticipation such as showing off one’s knowledge, seeking attention, or diverting discussion onto irrelevant tangents or into one’s own agenda. **Attendance:** Attendance is vital and each student is accountable for class participation requirements, lecture, content, and other classroom work. Missing class, being late, or a lack of participation will result in a lower final grade. If emergencies occur, please notify me before class. Please note if you miss more than 4 hours of total class time by being late or taking excessive breaks, you will likely fail and probably should drop the course.

**Driving distance** (e.g. commuting) is not an excuse to miss class or not fulfill any course responsibilities.

**Readings and Assignments:** Students are expected to have completed the assigned readings prior to coming to class and actively participate in discussions. All assignments are due at the beginning of class as scheduled in the course outline. Not reading the material and/or late assignments will significantly lower your grade.

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**Please note:** In accordance with the student handbook, the “Professional Counseling program faculty members systematically review the progress of each student each semester.” You should expect that your performance and professional conduct related to this class to be incorporated into the review process.

***Knowledge Learning Outcomes Assessed:***

Career Development – Students will apply career development theories and approaches and will demonstrate the application of exploration, problem-solving, and work-life adaptation skills in their work with clients. At the end of this course, students’ learning will be assessed as it applies to career including: foundations, theories, principles, assessments, and contextual. The methods of instruction including, but not limited to: readings, lectures, classroom discussions and activities, exams, paper/report, and presentations will be used to inform the evaluation and completion of the “APCE 616: Career Counseling Assessment Rubric” See rubric listed at the end of the syllabus.

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Possible point values in each area are as follows:

Class Group Presentation Project	50
Exams	100
Telehealth Intervention Activity	15
Vocational Assessment Report	50
Leading Class Discussions	25
Attendance and Participation	10
<b>TOTAL POSSIBLE POINTS = 250</b>	

**All assignments must be uploaded through Canvas by the due date listed on the Course Outline**

Grading Scale:

A	93% to 100%	C	73% to 76%
A-	90% to 92%	C-	70% to 72%
B+	87% to 89%	D+	67% to 69%
B	83% to 86%	D	63% to 66%
B-	80% to 82%	D-	60% to 62%
C+	77% to 79%	F	Below 60%

### Course Outline

\*Readings should be completed by the day they are listed\*  
Additional documents and articles are also provided in Canvas.

#### Friday – Day 1

- Introductions
- Review the Syllabus
- Sharf, Chapter 1 – Introduction
- Reliability and Validity
- Trait & Type Theories
  - Sharf, Chapter 2 – Trait & Factor Theory
- Work – family interface – Dual career couples
- Optional Reading:
  - Mohr, M. & Sonnentag, S. (2023). To be or not to be a perfect parent? How the striving for perfect parenting harms employed parents, *Journal of Vocational Behavior*, 147, doi: <https://doi.org/10.1016/j.jvb.2023.103941>
- Class Activities and Discussions

#### Saturday – Day 2

- Trait & Type Theories (continued)
  - Sharf, Chapter 4 – Work Adjustment Theory
  - Sharf, Chapter 5 – Holland’s Theory of Types
  - Sharf, Chapter 6 – Myers-Briggs Type Theory
- Life-Span Theories
  - Sharf, Chapter 7 – Career Development in Childhood (Super’s Model; Gottfredson’s Theory of Circumscription, Compromise, and Self-Creation)
- Optional Reading:
  - Hoff, K. A., Granillo-Velasquez, K.E., Hanna, A., Morris, M., Nelson, H.S., & Oswald, F.L. (2024). Interested and employed? A national study of gender differences in basic interests and employment. *Journal of Vocational Behavior*, 148, doi: <https://doi.org/10.1016/j.jvb.2023.103942>.
- Technology/Information Systems related to Career
  - Take O\*NET
- Interpreting the O\*NET Interest Profiler Short Form (O\*NET)
- Career Assessments: (SII & SCI, Vocational Card Sort, Values inventory, Interests, Career Decision Self-efficacy...)
- Diversity and Multicultural Issues

#### Sunday – Day 3

- Career Assessment Report Writing
- Life-Span Theory (continued)
  - Sharf, Chapter 8 – Adolescent Career Development
  - Sharf, Chapter 9 – Late Adolescent and Adult Career Development (Super’s Theory – Life Roles)

#### Exam 1

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**Friday – Day 4**

- Sharf, Chapter 12 – Relational Approaches to Career Development
  - Career Genogram
- Blustein, D. L., Kenny, M. E., Di Fabio, A., & Guichard, J. (2019). Expanding the impact of the Psychology of Working: Engaging psychology in the struggle for decent work and human rights. *Journal of Career Assessment, 27*, 3-28. doi: 10.1177/1069072718774002
  - Optional Reading: Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. L. (2016). The psychology of working theory. *Journal of Counseling Psychology, 63*, 127-148. doi: 10.1037/cou0000140
- Sharf, Chapter 13 – Krumboltz’s Social Learning Theory
- Sharf, Chapter 14 – Social Cognitive Career Theory
- Vocational Overshadowing
- Spengler, P. M. (2000). Does vocational overshadowing even exist? A test of the robustness of the vocational overshadowing bias. *Journal of Counseling Psychology, 47*, 342 – 351.
- Optional Readings:
  - Swanson, J. L. (2002). Understanding the complexity of client’s lives: Infusing a truly integrative career-personal perspective into graduate training. *The Counseling Psychologist, 30*, 815-832.
  - Blustein, D. L., Thompson, M. N., Kozan, S., & Allan, B. A. (2021). Intersecting losses and integrative practices: Work and mental health during the COVID-19 era and beyond. *Professional Psychology: Research and Practice, 52*(5), 523–532. doi: <https://doi.org/10.1037/pro0000425>
- Students Leading Class Discussions – present your article and outline to small groups
- **ASSIGNMENT DUE – Leading Class Discussions**

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**Saturday – Day 5**

- Sharf, Chapter 10 – Adult Career Crises and Transitions
  - Optional reading:
    - Akkermans, J., da Motta Veiga, S. P., Kirschi, A., & Marciniak, J. (2024). Career transitions across the lifespan: A review and research agenda. *Journal of Vocational Behavior, 148*. doi: <https://doi.org/10.1016/j.jvb.2023.103957>
- Sharf, Chapter 11 – Constructivist and narrative Approaches to Career Development –
- Sharf, Chapter 15 – Career Decision-Making Approaches
- Empirical Techniques/Interventions of career counseling
- Whiston, S. C., & Rahardia, D. (2008). Vocational counseling process and outcome. In S.D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (4<sup>th</sup> ed., pp. 444-461). NY: Wiley.
- Optional Readings:
  - Whiston, S. C., Li, Y., Goodrich Mitts, N., & Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytic replication and extension, *Journal of Vocational Behavior, 100*, 175-184
  - Mazei, J., Hüffmeier, J., Freund, P. A., Stuhlmacher, A. F., Bilke, L., & Hertel, G. (2015). A meta-analysis on gender differences in negotiation outcomes and their moderators. *Psychological Bulletin, 141*, 85-104. <http://dx.doi.org/10.1037/a0038184>
  - Liu, S., Huang, J. L., & Wang, M. (2014). Effectiveness of job search interventions: A meta-analytic review. *Psychological Bulletin, 140*, 1009-1041. doi: 10.1037/a0035923
  - Whiston, S., Fouad, N.A., Juntunen, C.L. (2016). Task Force Co-Chairs: *Professional Practice Guidelines for Integrating the Role of Work and Career Into Psychological Practice*. A report of

the Task Force of the Society for Vocational Psychology, Section of the Society of Counseling Psychology (Division 17). <http://www.apa.org/practice/guidelines/role-work-career.aspx>

**ASSIGNMENT DUE - Group Presentation/Project**

Group 1

Group 2

Group 3

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**Sunday – Day 6**

Telehealth Career Intervention Activities:

- Career Life Line (words or pictures)
- Values List
- Vocational Card Sort – Holland’s perspective
- Vocational Card Sort – Constructivist perspective
- Vocational Card Sort – Social Cognitive Career Theory perspective
- O\*Net exploration
- Dual Career Couples – homemaker list
- Goal Establishment (micro & macro goals)
- Gottfredson’s social space
- Super’s Life Roles pie chart (current versus ideal)
- Family Genogram

**ASSIGNMENT DUE - Group Presentation/Project**

Group 4

Group 5

Group 6

**Telehealth Career Interventions DUE**

**Vocational Report DUE**

**EXAM 2**

**\*\*\*\*THIS SCHEDULE and READINGS ARE SUBJECT TO CHANGE\*\*\*\***

### Expectations for Group Presentation

- \_\_\_\_(5) – A list of materials needed for the intervention (e.g., paper, scissors, glue, magazines)
- \_\_\_\_(5) – The type of population and setting it applies to (e.g., middle school individuals, emerging adults, retired individuals, dual career couples, high school setting, college classroom, prison setting)
- \_\_\_\_(5) – Modality used for the intervention (e.g., telehealth, in-person, individual, group setting, classroom setting).
- \_\_\_\_(35) – An extremely detailed description on how to apply the intervention in a manualized/replicable way. Each step in the process is described in detail that will allow other career counselors to carry out the intervention the same way with future clients.

**Vocational Assessment Report Scoring Form**

- \_\_\_\_ **(5) – Background Career Information:** (Relevant career and academic history – if applicable, include the following areas: family influence, personal career experiences, educational experiences, career mentoring relationships, occupational history).
- \_\_\_\_ **(20) – Career Theory Conceptualization.** (Identify and apply a career theory – give an overview of the theory as it applies to the client and provide citations throughout this section. Individual cultural and diversity factors should be considered).
- \_\_\_\_ **(10) – Test Results/Interpretations:** (This is the body of the report and you should report and explain the results in a clear, straightforward manner. Discuss how the results of one assessment does or does not enhances/supports the findings for the other assessment).
- \_\_\_\_ **(10) – Summary and Recommendations:** (Do not include any new information. Report the central themes and provide career recommendations based on the evaluation, for example establish mentoring relationships, engage in career written exercises, etc.).
- \_\_\_\_ **(5) – Professionally Written:** (Proof read report; do not use jargon; individualize the report; when discussing the theory, provided appropriate citations; ethical standards and principles were upheld).
- \_\_\_\_\_ **(50) TOTAL SCORE FOR VOCATIONAL ASSESSMENT REPORT**

## Additional Readings & References

### Special Issues/Topics:

2020. The impact of COVID-19 on work and workers: Essays on future research.

*Journal of Vocational Behavior*, Volume 119, June 2020.

<https://www.sciencedirect.com/journal/journal-of-vocational-behavior/vol/119/suppl/C>

1. Editor in Chief's Introduction to Essays on the Impact of COVID-19 on Work and Workers
2. The Covid-19 crisis as a career shock: Implications for careers and vocational behavior
3. Unemployment in the time of COVID-19: A research agenda
4. Examining boundaries to understand the impact of COVID-19 on vocational behaviors,
5. Understanding the impact of the COVID-19 pandemic on career development: Insights from cultural psychology
6. The impact of the COVID-19 pandemic on marginalized populations in the United States: A research agenda
7. The potential impact of the Covid-19 pandemic on occupational status, work from home, and occupational mobility
8. Taking control amidst the chaos: Emotion regulation during the COVID-19 pandemic,
9. COVID-19 and careers: On the futility of generational explanations
10. Flexible employment relationships and careers in times of the COVID-19 pandemic

Blustein, D. L., Kenny, M. E., Di Fabio, A., & Guichard, J. (2019). Expanding the impact of the Psychology of Working: Engaging psychology in the struggle for decent work and human rights. *Journal of Career Assessment*, 27, 3-28. doi: 10.1177/1069072718774002

Blustein, D. L., Thompson, M. N., Kozan, S., & Allan, B. A. (2021). Intersecting losses and integrative practices: Work and mental health during the COVID-19 era and beyond. *Professional Psychology: Research and Practice*. Advance online publication. <https://doi.org/10.1037/pro0000425>

Dawis, R. & Lofquist, L. (1984). *A psychological theory of work adjustment*. Minneapolis: University of Minnesota Press

Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. L. (2016). The psychology of working theory. *Journal of Counseling Psychology*, 63, 127-148. doi: 10.1037/cou0000140

Holland, J. L. (1996). Exploring careers with a typology: What we have learned and some new directions. *American Psychologist*, 51, 397-406.

Klein, F. B., Hill, A. D., Hammond, R., & Stice-Lusvardi, R. (2021). The gender equity gap: A multistudy investigation of within-job inequality in equity-based awards. *Journal of Applied Psychology*, 106(5), 734–753. <https://doi.org/10.1037/apl0000809>

Lefkowitz, J., & Watts, L. L. (2022). Ethical incidents reported by industrial-organizational psychologists: A ten-year follow-up. *Journal of Applied Psychology*, 107(10), 1781–1803. <https://doi.org/10.1037/apl0000946>

- Liu, S., Huang, J. L., & Wang, M. (2014). Effectiveness of job search interventions: A meta-analytic review. *Psychological Bulletin*, *140*, 1009-1041. doi: 10.1037/a0035923
- Mazei, J., Hüffmeier, J., Freund, P. A., Stuhlmacher, A. F., Bilke, L., & Hertel, G. (2015). A meta-analysis on gender differences in negotiation outcomes and their moderators. *Psychological Bulletin*, *141*, 85-104. <http://dx.doi.org/10.1037/a0038184>
- Rapp, D. J., Hughey, J. M., & Kreiner, G. E. (2021). Boundary work as a buffer against burnout: Evidence from healthcare workers during the COVID-19 pandemic. *Journal of Applied Psychology*, *106*(8), 1169-1187. <http://dx.doi.org/10.1037/apl0000951>
- Rosenthal, L. (2016). Incorporating intersectionality into psychology: An opportunity to promote social justice and equity. *American Psychologist*, *71*, 474-485. doi: [10.1037/a0040323](https://doi.org/10.1037/a0040323)
- Shockley, K. M., Gabriel, A. S., Robertson, D., Rosen, C. C., Chawla, N., Ganster, M. L., & Ezerins, M. E. (2021). The fatiguing effects of camera use in virtual meetings: A within-person field experiment. *Journal of Applied Psychology*, *106*(8), 1137-1155. <http://dx.doi.org/10.1037/apl0000948>
- Spengler, P. M. (2000). Does vocational overshadowing even exist? A test of the robustness of the vocational overshadowing bias. *Journal of Counseling Psychology*, *47*, 342 – 351.
- Swanson, J. L. (2002). Understanding the complexity of client's lives: Infusing a truly integrative career-personal perspective into graduate training. *The Counseling Psychologist*, *30*, 815-832.
- Whiston, S., Fouad, N.A., Juntunen, C.L. (2016). Task Force Co-Chairs: *Professional Practice Guidelines for Integrating the Role of Work and Career Into Psychological Practice*. A report of the Task Force of the Society for Vocational Psychology, Section of the Society of Counseling Psychology (Division 17). Guidelines approved August, 2016. <http://www.apa.org/practice/guidelines/role-work-career.aspx>
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- Whiston, S. C., Li, Y., Goodrich Mitts, N., & Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytic replication and extension, *Journal of Vocational Behavior*, *100*, 175-184
- Wright, S. L. (2017). Attachment and self-efficacy of career search activities: A structural model. *The Career Development Quarterly*, *65*, 98-112. doi:10.1002/cdq.12085
- Wright, S. L., Firsick, D. M., Kacmarski, J. A., & Jenkins-Guarnieri, M. A. (2017). Effects of attachment on coping efficacy, career decision self-efficacy, and life satisfaction. *Journal of Counseling & Development*, *95*, 445-456. doi:10.1002/jcad.12159



**APCE 616: Career Counseling Assessment Rubric**

Career Development – Students will apply career development theories and approaches and will demonstrate the application of exploration, problem-solving, and work-life adaptation skills in their work with clients.				
Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
<b>Foundations</b>  Student demonstrates an understanding of the history and development of career counseling.	Student demonstrates a superior level of understanding of the history and development of career counseling.  The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level understanding of the history and development of career counseling. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited understanding of the history and development of career counseling. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of understanding of the history and development of career counseling.  The student performs well below what would be expected of an entry-level counselor.
<b>Theories</b>  Student demonstrates knowledge of emergent theories of career development and counseling.	Student demonstrates a superior knowledge of emergent theories of career development and counseling. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates basic, entry-level knowledge of emergent theories of career development and counseling. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates limited knowledge of emergent theories of career development and counseling. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of knowledge of emergent theories of career development and counseling. The student performs well below what would be expected of an entry-level counselor.
<b>Principles</b>  Student demonstrates an understanding of the ethics and principles of career development and decision-making over the lifespan.	Student demonstrates a superior understanding of the ethics and principles of career development and decision-making over the lifespan. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level understanding of the ethics and principles of career development and decision-making over the lifespan.  The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited understanding of the ethics and principles of career development and decision-making over the lifespan. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of understanding of the ethics and principles of career development and decision-making over the lifespan. The student performs well below what would be expected of an entry-level counselor.

<b>Knowledge Learning Outcome Assessed (cont.)</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Beginning</b>
<p><b>Assessments</b></p> <p>Student demonstrates knowledge of formal and informal career and work-related tests and assessments.</p>	<p>Student demonstrates a superior knowledge of formal and informal career and work-related tests and assessments. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level knowledge of formal and informal career and work-related tests and assessments. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited knowledge of formal and informal career and work-related tests and assessments.</p> <p>The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of knowledge of formal and informal career and work-related tests and assessments. The student performs well below what would be expected of an entry-level counselor.</p>
<p><b>Contextual</b></p> <p>Student demonstrates knowledge about the roles counselors play in career development and the unique needs of diverse populations.</p>	<p>Student demonstrates a superior knowledge about the roles counselors play in career development and the unique needs of diverse populations. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level knowledge about the roles counselors play in career development and the unique needs of diverse populations. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited knowledge about the roles counselors play in career development and the unique needs of diverse populations. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of knowledge about the roles counselors play in career development and the unique needs of diverse populations. The student performs well below what would be expected of an entry-level counselor.</p>