

Career Counseling

CPSY 4430

Spring Quarter 2021
Graduate School of Professional Psychology,
University of Denver

Instructor: Tiamo Katsonga-Phiri, Ph.D.

Phone: (773) 270-1431

Email: tiamo.katsonga-phiri@du.edu

Course Location: Online at Canvas Learning Management System (LMS)

Course Times: Sundays at 12:01 AM (Mountain) to Saturdays at midnight (Mountain)

Course Description:

This course is designed to teach the theoretical framework of career counseling and introduce the basic counseling tools used in the career counseling process. The course will present major theories of career development, introduce principles of assessment in career counseling, and introduce sources of occupational information. The impact of intersecting identities on career development and choices as well as the career counseling process will also be explored. Topics will include: the role of interests, skills, values and personality in the career development process; social, cultural, and family influences on the career development process; and career development across the lifespan.

Course Goal:

The overarching goal of this course is to introduce students to theories of career development, the process of career counseling, and the way in which career counseling can be used to empower diverse/different populations.

Course Objectives:

By the end of this course, students in this course will be able to:

- Describe information base and knowledge essential for the ethical and legal practice of career counseling.
- Describe the overall process of practicing career counseling.
- Identify and practice individual and group counseling competencies considered essential for effective career counseling intakes and sessions.
- Identify and practice individual and group assessment skills considered essential for individuals engaging in career counseling intake and sessions.
- Demonstrate understanding of models of career development and/or career counseling by applying to self and/or others (e.g. mock client).
- Demonstrate the effective use of career assessment and exploration tools and the role they play in career counseling.
- Describe an information and resource base and knowledge essential for individuals engaging

in career counseling.

- Articulate the impact of diversity and/or differences on individuals' career development and choices.
- Articulate how career counseling can be used as a tool of empowerment - particularly for members of diverse and/or different groups.
- Recognize knowledge and skills considered essential in using technology to assist individuals with career planning.
- Recognize knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development.

These course objectives are derived from the minimum competencies for career counseling from the National Career Development Association (<http://www.ncda.org/aws/NCDA/pt/sp/guidelines>).

Profession-wide Competencies to Prepare for Practice in Health Service Psychology:

In this class, students are being prepared to demonstrate practice in Health Service Psychology as outlined in these areas:

- 1) Research
- 2) Ethical and legal standards
- 3) Individual and cultural diversity
- 4) Professional values, attitudes, and behaviors
- 5) Communication and interpersonal skills
- 6) Assessment
- 7) Intervention
- 8) Supervision
- 9) Consultation and interprofessional/interdisciplinary skills

Required Textbook(s):

Gsybers, N.C., Heppner, M.J., & Johnston, J.A. (Eds.), (2014). *Career Counseling: Holism, Diversity, and Strengths* (4th ed.). Alexandria, VA: American Counseling Association.
ISBN-13: 978-1556203336, **ISBN-10:** 1556203330

Required and recommended readings are listed at the end of the syllabus and will be posted on Canvas.

In addition to the cost of the textbook, there will be a \$20 cost for the completion of the Myers-Briggs Type Indicator (MBTI) or the Strong Interest Inventory through the DU Career Center.

Course Requirements:

There will be a module and a reading as well as a discussion board topic for each week of the quarter. Modules and readings will be available through the Canvas LMS on Sundays at 12:01 AM of the assigned week. For the discussion board, all discussions will take place within this course. Please make your original discussion board post by **Wednesday at midnight** and contribute to the discussion **at least two other times before the week ends** on Saturday at

midnight. Each student is allowed one *excused* absence from the discussion board (i.e. a week where discussion board posts are not made in a timely manner due to illness or other unforeseen circumstances, internship interviews, conferences, etc.) and will be made on a case-by-case basis. It is the student's responsibility to start the discussion about the excused absence. Otherwise, the discussion board participation will be evaluated on the rubric below. In addition, there will be several assignments due throughout the quarter. Specifics about assignments including presentations, papers, and videos can be found below or under the assignments tab on Canvas. Assignments may be printed to help you stay on track. Assignments (including *at least* three total discussion board posts) are due at midnight **on Saturdays each week.**

Assignments:

- **Multicultural and International Job Application Presentation and Peer Review**

(20%): Students will present on the process of job application and conditions within a different country. This is an activity that can be carried out either individually or as a group which is highly recommended. More than 40 country options are listed in the GoinGlobal section of the DU Careers Website. Here is the direct link: <https://online-goinglobal-com.du.idm.oclc.org/guide-type/country-career-guides> If you have issues getting to it directly, here is the link from within: <https://career.du.edu/resources/goinglobal-usacanada-city-career-guide/> Once in click > Career Guides > Country Career Guides > Pick a country.

- The presentation is approximately 15% of the final grade and a peer review of another student of group's presentation will be approximately 5% of the final grade. Your presentations should cover, for your chosen country (1) Finding a Job and Hiring Opportunities, (2) Getting the job, (3) Living there (4) Discuss what Career Counseling theories might be most applicable to work in this country (5) What Social Justice issues may become or are already prominent in this setting? Creativity, comprehensiveness, and coherence will also be graded. Two (2) points out of the possible twenty (20) points will be deducted from the presentation grade for each day the assignment is late. The presentation can be completed by yourself or with groups of 2-4 students.

Presentation due: Saturday, April 24th at Midnight; Peer Review due: Saturday, May 1st at Midnight.

See Assignments tab in DU Canvas for grading rubric and additional information.

- **Career Development Paper (20%):** In this 4-5 page paper, students will discuss the factors that contributed to their own career and academic decisions. As the factors are discussed, students must refer to *at least* two (2) career development theories and include data from *at least* two (2) of the assessment and exploration exercises (e.g. genogram, career lifeline, visualization, card sort, etc.) in addition to the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI) or the Clifton Strengths. *See Additional Course Requirements below for details on how to complete the SII and the MBTI or the Clifton.* The goal of this paper is to reflect on and understand the myriad of factors that led to career decisions while integrating theory and assessment data. Grades will be based on: (1) how well students' papers demonstrate their knowledge/ understanding of the theories and interventions; (2) the extent to which the paper demonstrates self-awareness and the willingness to engage in self-exploration; and (3) writing clarity/coherence. *See Assignments tab in DU Canvas for grading rubric and additional information.* **Note:** This is NOT an autobiography! The paper can be written in the first person, but it must be in APA format and include references to appropriate readings about career

development and assessment as well as a title page and section headings. Two (2) points out of the possible twenty (20) points will be deducted from the career development paper grade for each day of the assignment is late. **DUE: Saturday, May 22nd at Midnight.**

- **Final Assignment - Career Counseling Mock Session (35%):** Students will conduct a 30-45 minute mock career counseling session with a classmate, friend, family or community member. *See Assignments tab in DU Canvas for grading rubric and additional information.* In this session, students will complete a brief intake and *at least* one (1) career intervention with their client. From the career counseling mock session, students will produce the following paper as well as a video:

The **case conceptualization paper** is approximately 25% of the final grade. After completing the session, students will write a 3-4 page case conceptualization paper ***using section headings*** that discusses (1) identifying information about the client (e.g., age, race/ethnicity, gender, interpersonal style, etc.); (2) summarize the client's presenting career concerns and goals and career development to date; (3) briefly describe the intrapsychic influences on the client's career development and presenting concerns (e.g., self-knowledge, strengths/weaknesses, values, barriers, mental health history); (4) briefly describe the socio-cultural influences on the client's career development and presenting concerns (e.g., influence of family expectations/messages, work and education history, influence of cultural beliefs/groups, gender, etc.); (5) discuss what career theory or theories best explains the client's career development *and why*; (6) description of the career intervention that was selected and the *rationale for why* it was selected; and (7) a list of additional questions/information that would be useful to get from this client or how you would proceed with this client including possible further interventions. If there are some specific details that are not gathered in the session with the client, the student can add that data as relevant. **DUE: Saturday, June 5th at Midnight.**

Grades will also be based on clarity/coherence of writing as well as completeness/comprehensiveness of each section. Three (3) points out of the possible twenty-five (25) points will be deducted from the grade for each day of the assignment is late.

The **career counseling mock session video** is approximately 10% of the final grade. Please video record approximately ***three to five (3-5) minutes of a section*** of the career counseling mock session. You will be graded on completion, not content. It is encouraged for students to share a section of video where s/he would appreciate feedback.

DUE: Saturday, June 5th at Midnight.

NOTE: For all mock sessions, when someone is serving in the "client" role is it encouraged to take on a persona rather than discuss own experiences. As the "client," the "career counselor" should be provided with a brief summary of identifying characteristics before the session starts.

- **Class Participation (25%):** Evaluation of class participation will be based upon the quality of class discussion through Canvas Learning Management Systems. **DUE: Wednesdays and Saturdays at Midnight.**

In an online class with no face-to-face interaction, the discussion board plays an integral role in

the learning process. Discussions provide the primary means of interaction and is often where “the class” takes place. Because this course will not be meeting face-to-face during the week, being present in this online format requires students to make a presence known via the discussion boards. To guide your interaction with the tool, please see the Canvas guide on using the Discussions page: <https://guides.instructure.com/m/4212>

The discussion rubric below is designed to encourage students to “attend” class multiple times during each week.

	A-Level Participation	B/C-Level Participation	D/F-Level Participation
Quantity of Postings (4 points per week)	Contributes at least three posts to the topic . Responds to the initial questions by Wednesday at midnight and contributes to the discussion at least two other times before Midnight on Saturdays. Comments and responds to follow up questions and other students during the week. (4 points earned)	Contributes 2-3 posts to the topic and/or may not respond early in the week, contribute throughout the week, or respond to follow up questions or other student comments during the week. (1 - 2 points earned)	Lack of participation seen by no posts, responding to the initial question near the end of the week and/or neglecting to respond to follow up posts. (0 - 1 points earned)
Quality of Postings (6 points per week)	Postings are clear and concise and contribute new information or ideas to the discussion. Short "I agree" posts are fine and can help build community, but do not count towards minimum post requirements. (5 - 6 points earned)	Postings are relevant to the question but do not always present new information or ideas. (3 - 4 points earned)	Postings are unclear, not relevant to the question, or do not contribute new information or ideas to the discussion. (0 - 2 points earned)

Discussion Guidelines

Please follow these guidelines when participating in the online discussions:

- Share thoughts and experiences as your own. Try not to generalize or speak for others.
- Listen to the content of what others say. If you don't understand someone's view, ask them to explain, don't judge.
- Disagreement shows the complexity of these issues and helps us learn. Feel free to disagree but do so in a respectful manner. This is an open forum for all participants to brainstorm and explore new ideas.
- Keep personal information confidential (within this course).

Remember that it is easy to misinterpret written communication. Sometimes written comments may inadvertently seem impolite or could otherwise be taken the wrong way – strive to really explain yourself and avoid making assumptions about other people’s intentions.

Additional Course Requirements:

Students will be asked to take the Strong Interest Inventory (SII) or the Myers-Briggs Type Indicator (MBTI) and CliftonStrengths AKA StrengthsFinder during this course *if s/he has not already taken them*.

Through the University of Denver Career Counselling department, the first two (SII and MBTI) cost \$20, therefore you can do one or the other (or both if you wish) and the third, CliftonStrengths costs \$11.99. The website is: http://imodules.du.edu/s/1150/interior2013/interior-2col.aspx?sid=1150&gid=1001&pgid=21381&content_id=25210 Once you have paid for the assessments, you should receive an email from the career office giving you detailed information on how to complete the assessments. Please complete your assessments by May 8th as all of the feedback sessions will be on the week of May 9th to 15th 2021. Besides the Clifton Strengths, you must attend one of the feedback sessions to get your results for the MBTI or SII.

If you have previously taken the MBTI in the last 5 years and have your score sheet/remember your code, there is no need to re-take it. There are typically opportunities to complete the MBTI in the Career Center in person, but those opportunities are more likely to be completed virtually this quarter. *If you have problems being able to schedule or complete this assessment for any reason, please inform this instructor via email at the earliest possible opportunity. Please note that the taking of the assessment and the feedback sessions are scheduled weeks in advance of the Developmental paper’s due date to avoid last minute pressures and conflicts.* These assessments will be necessary for the career development paper.

Methods of Evaluation and Grading

A	94 – 100%: Excellent
A-	90 – 93%: Very Good
B+	87 – 89%: Above Average
B	84 – 86%: Meets Standards
B-	80 – 83%: Minimally Meets Standards
C+	< 80%: Fails to Meet Standards – Receives No Credit for the Course

LEARNING ACTIVITIES	PERCENTAGE
<i>Social Justice/Multicultural Presentation (15%) and Peer Review (5%)</i>	20%
<i>Career Development Paper (20%)</i>	20%
<i>Final Paper: Case Conceptualization Paper (25%) and Career Counseling Session Video (10%)</i>	35%
<i>Participation/Discussion Board (25%)</i>	25%
TOTAL POINTS	100%

Instructor Expectations:

For this course, the instructor will respond to course inquiries via email, discussion board, or phone within 48 hours and submitted assignments will be returned one (1) week after the due date.

Communication Policies and Procedures:

For urgent questions or personal matters, please contact the instructor via phone (during regular business hours – 8 AM to 5 PM Mountain Time) or email. Please post general course questions in the General Questions discussion forum and post technology-related or Canvas questions in the Canvas/Technical Support discussion forum. The Canvas/ Technical support forum will be moderated by an Instructional Technology Support Specialist in the Office of Teaching and Learning.

Student Expectations:

Students should plan to dedicate *at least 3-5 hours* per week to this online course. The amount of time necessary varies based on individual learning needs, participant experience, and comfort level with technology.

Online participation involves checking into the course multiple times throughout each week to post discussion comments, ask questions, submit assignments, and gather feedback. **In this course, a “week” in this course begins on Sunday at 12:01 AM and ends at midnight Mountain Standard Time on Saturday night.**

General Course Expectations:

This class is a collaborative learning experience – particularly through the online discussion board. Students will get as much out of this class as s/he put into it and the instructor will help facilitate that experience along the way. The instructor will strive to create a learning environment where students can feel safe to take risks and ask questions. It is expected that students engage in respectful and thoughtful discussion and maintain professionalism at all times. Diverse viewpoints are welcomed and encouraged. The instructor will honor students' questions, views, and feelings and will also expect classmates to do the same. This instructor will treat students with a high level of respect and trust that students will be committed to having a positive and productive experience in this course. Please feel free to contact the instructor if any students want/need to discuss anything from class on an individual basis.

Information about Canvas Learning Management System (LMS):

For this online course, students will be using Canvas Learning Management Systems (LMS) and will need the Free Adobe Flash and Adobe Reader programs installed on their computer to view some of the workshop materials.

If a student is not familiar with Canvas Learning Management Systems (LMS), they can

complete the DU Canvas Student Orientation at: <https://du.instructure.com/courses/190>

A minimum competency with online technology – particularly Canvas Learning Management Systems (LMS) – will be necessary for success in the course. If a student has questions about Canvas, there are several options for getting them addressed.

- Post a question in the Canvas/Technical Support discussion forum within this workshop,
- Call 303.871.2084 during regular business hours (8:00 am - 4:30 pm, M-F),
- Stop by the Office of Teaching and Learning (Anderson Academic Commons 350),
- Ask an experienced colleague.
- Access the Help link in the Canvas Help Corner (Links to an external site)^[1]_[SEP]. Use only this option when referencing support for students in a syllabi as the above choices are for instructor support.

➤ **Students with Disabilities, Medical or Mental Health Conditions:**

Students who have disabilities, medical or mental health conditions wanting to request accommodations should contact the Disability Services Program (DSP). Information is also available online at the [DSP website](#) or see the [DSP Handbook](#). Students wishing to request COVID-19 related adjustments can find information about the request process by visiting the [COVID-19 Requests](#) page on the DSP website or by contact DSP at; 303.871.3241; 1999 E. Evans Ave.; Suite 440 Ruffatto Hall.

➤ **Information about Academic Integrity:**

Please examine the University of Denver's Honor Code, Code of Student Conduct, and Student Rights and Responsibilities documents, which are posted on the website of DU's Office of Citizenship and Community Standards (<http://www.du.edu/studentlife/studentconduct/index.html>). All members of the University community, including students, faculty, staff, administrators and trustees, are entrusted with the responsibility of observing these ethical goals and values as they relate to academic integrity and must not commit any intentional misrepresentation or deception in academic or professional matters.

➤ **GSPP Resources:**

If you have questions or concerns at any time during your training here at the GSPP, you may speak with any professor; your advisor; another faculty member, staff member, or administrator you trust; or Dorothy Hansen, Psy.D., the GSPP Student Advocate (at 303.756.3002 or dorothyhansen6@gmail.com).

➤ **Statement about Professional Writing:**

GSPP students are encouraged to take advantage of the Writing Center's services; discussing writing practices and texts benefits writers at all levels of education and confidence. The Center offers individual consultations and small-group workshops that address everything from generating ideas and navigating new genres to crafting strong sentences and documenting sources. In fall 2020, all consultations and workshops will be offered online via Zoom. For more information, including instructions on how to make appointments, prepare for consultations, and access writing and citation resources, visit

<https://portfolio.du.edu/writingcenter>.

➤ **Research Center Services:**

At this time, the University Libraries Research Center (<http://libraryhelp.du.edu>) will be maintaining services virtually through chat and email during our regular hours. Please contact us through chat or email for the quickest response time. All research consultations will be offered virtually through Zoom. Consultations help students at any stage of the research process, from refining a topic, to finding books and articles, to creating a bibliography. The Research Center can also assist students with finding images, audio recordings, and videos for course projects. Over 99% of the students who have visited the Research Center report they would recommend the Research Center to a friend or classmate. Please check the [Libraries' COVID-19 page](#) for up-to-date information on our libraries' services such as [access to our physical collections, due date extensions, and restrictions on ILL and Prospector](#). Computer support is available from the [University Technology Support \(UTS\) Help Center](#). GSPP works closely with AAC Social Sciences Librarian, Jenny Bowers. Her email is jennifer.bowers@du.edu.

➤ **Religious Accommodations Policy:**

University policy grants students excused absences from class or other organized activities or observance of religious holy days, unless the accommodation would create an undue hardship. You must notify me by the end of the first week of classes if you have any conflicts that may require an absence. It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material.

➤ **Inclusive Learning Environments:**

[\(developed by the Faculty Senate\)](#)

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

➤ **Mental Health & Wellness:**

As part of the University's Culture of Care & Support we provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning such

as strained relationships, increased anxiety, alcohol/drug concerns, depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The University offers services to assist you with addressing these or ANY other concerns you may be experiencing. If you or someone you know are suffering from any challenges, you should reach out for support. You can seek confidential mental health services available on campus in the Health & Counseling Center (HCC). **If you seek services at the DU HCC, please be aware that you will be ineligible to accept a field placement or internship at that site due to the potential for problematic dual relationships. A list of psychotherapists is available under the Pioneer Web GSPP tab, in the Student Resources folder.** Another helpful resource is Student Outreach & Support (SOS), where staff work with you to connect to all the appropriate campus resources (there are many!), develop a plan of action, and guide you in navigating challenging situations. If you are concerned about one of your peers you can submit a report through our Pioneers Care System. More information about HCC, SOS, and Pioneers CARE can be found at:

Health & Counseling Services (<http://www.du.edu/health-and-counseling-center/>)
Student Outreach & Support and Pioneers Care reporting
(<http://www.du.edu/studentlife/studentsupport/>)

➤ **Title IX:**

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. [The Center for Advocacy, Prevention and Empowerment \(CAPE\)](#) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge.

For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call. For more information, please visit the Office of Equal Opportunity & Title IX website at <https://www.du.edu/equalopportunity/titleix/>.

➤ **Use of Technology in the Classroom:**

Access to the Internet can be a valuable aid to the classroom learning environment. You may be encouraged to use a laptop, smart phone, or other device to explore concepts related to course discussions and in-class activity. Keep in mind, however, that these technologies can be distracting – not only for you, but to others in the class. Please avoid the temptation of Facebook, texting, or other off-topic diversions.

➤ **Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses:**

At the University of Denver, we protect the intellectual property of all our faculty, and safeguard the privacy of all our students in online learning environments. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from their online courses. This restriction includes but is not limited to:

- Pre-recorded and live lectures
 - Live discussions
 - Discussion boards
 - Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
 - Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of all. Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under FERPA.

Students with disabilities who need to record classroom lectures or discussions must contact the Disability Services Program to register, request, and be approved for an accommodation. All students are advised that students may tape classroom activities for this purpose. Such recordings are to be used solely for individual or group study with other students enrolled in the class that quarter/semester. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class in that quarter.

Students who violate this policy will be reported to [The Office of Student Rights & Responsibilities](#) and may be subject to both legal sanctions for violations of copyright law and disciplinary action under Student Rights & Responsibilities Policies.

Course Schedule:

Date	Topics	Readings by Saturday at Midnight (Mountain)	Due by Saturday at Midnight (Mountain)
Week One – 3/30/21 to 4/3/21	Introduction to Career Counseling	GHJ Chapter 1	Discussion Board – Introduction, Career Counseling Self-Efficacy Scale
Week Two – 4/4/21 to 4/10/21	Theories of Career Development	GHJ Chapter 2; Bandura (1982); Brott (2012) <i>Recommended: Krieshok (1998); Richardson (2012); Savickas (1995)</i>	Discussion Board – Theories
Week Three – 4/11/21 to 4/17/21	Empowering Life Choices: Gender, Sexual Orientation, Race, Class, and Disability	GHJ Chapters 3-7 <u>and</u> Budge, Tebbe, & Howard (2010); Pope et al. (2004)	Discussion Board – Multicultural Aspects of Career Counseling
Week Four – 4/18/21 to 4/24/21	Career Counseling: A Tool for Empowerment, Social Justice, and Societal Change	Required: Dik, Duffy, & Steger (2012), Fassinger (2008), Toporek & Chope (2006) <i>Recommended: Diemer et al. (2009); O'Brien (2001)</i>	Discussion Board – Social Justice <i>Multicultural and International Job Applications (MIJA) Presentation Due</i>
Week Five – 4/25/21 to 5/1/21	Starting the process: Working Alliance; Intakes and Initial Interventions	GHJ Chapters 8 - 10 and Meara & Patton (1994); Multon et al. (2001); Ponterotto, Rivera, & Sueyoshi (2000)	Discussion Board – Working Alliance <i>MIJA Presentation Peer Reviews DUE</i>

Week Six – 5/2/21 to 5/8/21	Assessment and Exploration I: Lifeline, Genograms, Visualization	GHJ Chapter 11	Discussion Board – Career Exercises <i>MBTI/SII and Clifton Assessment Done</i>
Week Seven – 5/9/21 to 5/15/21	Assessment and Exploration II: Strong Interest Inventory (SII) and Myers- Briggs Type Indicator (MBTI)	GHJ Chapter 13	Discussion Board – Strong, MBTI <i>MBTI/SII and Clifton Feedbacks Done</i>
Week Eight – 5/16/21 to 5/22/21	Assessment and Exploration III: Card sorts, Values, Strengths	GHJ Chapter 12, 14	Discussion Board – Career Development <i>Career Development Paper Due</i>
Week Nine – 5/23/21 to 5/29/21	Integrating Information and Termination; O*NET and local, state, and national resources	GHJ Chapter 16 & 18	Discussion Board – Integrating Information
Week Ten – 5/30/21 to 6/5/21	Wrap-Up	None	Discussion Board – Career Counseling Self-Efficacy Scale, Wrap-Up <i>Final Assignment – Mock Career Counseling Session Paper and Video Due</i>

Readings:

1. Bandura, A. (1982). The psychology of chance encounters and life paths. *American Psychologist*, 37, 747-755.
2. Brott, P.E. (2001). The storied approach: A postmodern perspective for career counseling. *Career Development Quarterly*, 49, 304-313.
3. Budge, S.L., Tebbe, E.N., & Howard, K.A.S. (2010). The work experiences of transgender individuals: Negotiating the transition and career decision-making processes. *Journal of Counseling Psychology*, 57(4), 377-393.
4. Diemer, M.A. & Ali, S.R. (2009). Integrating social class into vocational psychology: Theory and practice implications. *Journal of Career Assessment*, 17(3), 247-265.
5. Dik, B.J., Duffy, R.D., & Steger, M.F. (2012). Enhancing social justice by promoting prosocial values in career development interventions. *Counseling and Values*, 57, 31-37.
6. Fassinger, R.E. (2008). Workplace diversity and public policy. *American Psychologist*, 63, 252-268.
7. Krieshok, T.S. (1998). An anti-introspectivist view of career decision making. *Career Development Quarterly*, 46, 210-229.
8. Meara, N.M. & Patton, M.J. (1994). Contributions of the working alliance in the practice of career counseling. *Career Development Quarterly*, 43, 161-177.
9. Multon, K.D., Heppner, M.J., Gsybers, N.C., Zook, C., & Ellis-Kaltron, C. (2001). Client psychological distress: An important factor in career counseling. *Career Development Quarterly*, 49, 324-335.
10. O'Brien, K.M. (2001). The legacy of Parsons: Career counselors and vocational psychologists as agents of social change. *Career Development Quarterly*, 50, 66-76.
11. Ponterotto, J.G., Rivera, L., & Sueyoshi, L.A. (2000). The career-in-culture interview: A semi-structured protocol for the cross-cultural intake interview. *Career Development Quarterly*, 49, 85-96.
12. Pope, M., et al. (2004). Culturally appropriate career counseling with gay and lesbian clients. *Career Development Quarterly*, 53, 158-177.
13. Richardson, M. S. (2012). Counseling for work and relationship. *The Counseling Psychologist*, 40, 190-242. doi: 10.1177/0011000011406452
14. Savickas, M.. (1995). Constructivist counseling for career indecision. *Career Development Quarterly*, 43, 363-373.
15. Toporek, R.L. & Chope, R.C. (2006). Individual, programmatic, and entrepreneurial approaches to social justice. In R.L. Toporek, L.H. Gerstein, N.A. Fouad, G. Roysircar, & T. Israel (Eds.), *Handbook for social justice in counseling psychology: Leadership, vision, and action* (pp. 276-307). Thousand Oaks, CA: Sage.