

CPSE 744- Advanced Career Counsel

Section 001: TBA TBA on W from 4:00 pm - 7:00 pm, 160 MCKB on W from 12:30 pm -2:50 pm

Instructor/TA Info

Instructor Information

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Course Information

Learning Outcomes

Vocational Issues

Learn the importance of vocational issues in psychological development.

Philosophy of counseling

Develop a philosophy of counseling that incorporates vocational issues.

Research study proposal

Improve your ability to conceptualize and articulate a research study proposal.

Scholarly writing skills

Improve scholarly writing skills.

Career counseling

See how career counseling is an aspect of counseling not a separate endeavor.

Career assessments

See how career assessments are integrated into counseling.

Multicultural career experience/awareness

Gain some multicultural career experience/awareness.

Assignments

Assignment Descriptions

Career Genogram

Jan

30

Due: Tuesday, Jan 30 at 11:59 am

Create a genogram of your family. This will typically include you, your partner, your siblings and partners, parents, parents' siblings and partners, and grandparents. You can also include cousins and partners and great-grandparents--depending on the size of your family. Using a coding system of your own design, indicate what you see as relevant career dimension on the geonogram. These might include level of education, Holland Codes, work settings, or other explicitly career-related factors. You might also include factors that seem to systemically impact career development, such as, substance abuse, health, cultural factors, historical events, etc. These should be indicted on the genogram to show cross-generational patterns and influences.

Personal Career Conceptualization

Feb

13

Due: Tuesday, Feb 13 at 11:59 am

Personal Career Conceptualization—Analyze your own career development in terms of your preferred theory. Explore you history and discuss how you came to your current career plan. Discuss how your experiences in graduate school have influenced your plan. Keeping your theoretical conceptualization in mind, speculate about your career in the future. Make predictions for 10, 20, and 30 years in the future. You needn't include any sensitive or personal information that you are uncomfortable sharing. (50 points)

Case Presentation

Mar

06

Due: Tuesday, Mar 06 at 11:59 pm

Present a case that highlights the integration of vocational issues with other human issues. Be sure to disguise any distinguishing characteristics to maintain confidentiality. Conceptualize the case using any theory that accounts for the importance of vocational issues. Discuss both the client's history and treatment in terms of the theory you select. Your presentation should not take more than 20 minutes.

Painful Family Case Study

Mar

27

Due: Tuesday, Mar 27 at 11:59 pm

Write a paper describing the most painful career story you can discover in your family history. Use your knowledge of counseling theories to interpret the story and describe interventions that you believe might have helped this person to have a more meaningful work experience. (100 pts.)

Theory Presentation

Apr

03

Due: Tuesday, Apr 03 at 11:59 am

Identify and explicate an expression of popular culture that illustrates inherent career issues. Expressions of popular culture might include films, television programs, literature, advertising, music, etc. Your explication should include a theoretical grounding and a description of the aspects of the culture that bring these issues to prominence. Present your ideas to the class in 20 minutes or less. This assignment can be done with a partner or individually. Presentations will be graded for (1) salience of the career issue illustrated, (2) relevance and understanding of the theoretical grounding, and (3) effectiveness of the presentation. Several examples will be given in class prior to student presentations (50 points)

Reading

Apr

17

Due: Tuesday, Apr 17 at 11:59 pm

Readings should be completed prior to coming to class. As you read, please construct a test question (short essay) for each of the articles/chapters and bring it with you to the next class. These questions will be used to stimulate class discussion and some will be selected for use on the exams.

Tests

Apr

18

Due: Wednesday, Apr 18 at 11:59 pm

Test will be administered as needed to assess comprehension of textbook material and other readings.

Research Proposal

Apr

18

Due: Wednesday, Apr 18 at 11:59 pm

The class will be divided into teams of two or three. Each team will write a research proposal in a current area of career research. The proposal should be in manuscript form: that is, APA style with a brief introduction and presentation of the method. These will be reviewed by another team and then turned in. They will be evaluated as if they were manuscripts submitted to a journal for publication (100 points).

Point Breakdown

| Categories | Percent of Grade |
|------------|------------------|
| General | 39.13% |
| Reading | 43.48% |
| Tests | 17.39% |

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

| Date | Column 1 | Column 2 |
|--------------------|--|--|
| Week 1 | | |
| W Jan 10 Wednesday | Introduction | |
| Week 2 | | |
| W Jan 17 Wednesday | Professional Issues | Peterson & Gonzalez Ch. 1-3 |
| Week 3 | | |
| W Jan 24 Wednesday | Holland, Gottfredson, Krumboltz | P&G Ch. 4-6 |
| Week 4 | | |
| T Jan 30 Tuesday | | Career Genogram |
| W Jan 31 Wednesday | Women's Career Issues | Jackson & Scharman; P & G Ch. 8 |
| Week 5 | | |
| W Feb 07 Wednesday | Contextual Theory, TWA | |
| Week 6 | | |
| T Feb 13 Tuesday | | Personal Career Conceptualization |
| W Feb 14 Wednesday | Kohut--career development vis-a-vis narcissism | P & G Ch. 7 |

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| | Mainstream Theories | |
| Week 7 | | |
| T Feb 20 Tuesday | Monday Instruction | |
| W Feb 21 Wednesday | Cross Cultural Issues | P&G Ch. 1-2 |
| Week 8 | | |
| W Feb 28 Wednesday | Career Counseling in Schools | P & G Ch. 9 |
| Week 9 | | |
| T Mar 06 Tuesday | | Case Presentation |
| W Mar 07 Wednesday | Interests & Personality Theory | |
| Week 10 | | |
| W Mar 14 Wednesday | Consulting & Executive Coaching | |
| Week 11 | | |
| W Mar 21 Wednesday | Postsecondary Career Counseling | P&G Ch. 10-11 |
| Week 12 | | |
| T Mar 27 Tuesday | | Painful Family Case Study |
| W Mar 28 Wednesday | Teaching Career Exploration | P&G Epilogue |
| Week 13 | | |
| T Apr 03 Tuesday | | Theory Presentation |
| W Apr 04 Wednesday | Presentations | |
| Week 14 | | |
| T Apr 10 Tuesday | | |
| W Apr 11 Wednesday | Presentations | |
| Week 15 | | |
| T Apr 17 Tuesday | | Reading |
| W Apr 18 Wednesday | Presentations | Research Proposal Tests |

Week 16

T Apr 24 Tuesday

Final Exam:
160 MCKB
2:30pm - 5:30pm