

**Advanced Career Counseling**  
**CPSE 744**  
**Winter 2020**  
**Wednesdays 9-11:50am**  
**KMBL 1150**

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**Course Description:**

This course in advanced career counseling and multicultural vocational psychology will critically examine existing career theory, research, and counseling interventions from a multicultural perspective. Students will be exposed to cutting-edge literature and explore the future of career counseling and multicultural vocational psychology. Issues pertaining to: gender, race, ethnicity, sexual orientation, gender identity, social class, aging, ability status, and immigration will be discussed in depth as they relate to career development and the psychology of working.

**Required text:**



Blustein, D. L. (2019). *The Importance of Work in an Age of Uncertainty: The Eroding Work Experience in America*. Accessible through HBLL.

Additional readings provided by instructor.

**Course Objectives:**

By the completion of this course, you will be able to:

1. Critique major theories of career counseling and vocational psychology in terms of strengths and weaknesses related to multicultural issues and human diversity.
2. Identify and implement culturally sensitive practices for career counseling.
3. Identify culture- and identity-specific issues impacting the career development and work experiences of diverse populations in terms of: gender, race, ethnicity, sexual orientation, religion, social class, gender identity, ability, immigration status, and age.
4. Identify current trends and future directions for career counseling and multicultural vocational psychology research.
5. Identify and implement social justice-oriented approaches to career counseling multicultural vocational psychology.

**Class Format:**

This is an advanced class and a foundational understanding of career theory, practice, and research is expected of students. I will also provide essential and specific content to enhance your knowledge of career counseling and multicultural vocational psychology. Course readings will be used as a focus of class discussion on the dates noted in the syllabus. Because many of our classes will be a balanced combination of content-delivery and discussion-oriented, it is critical that you come to class having completed the assigned readings. Although it is anticipated that some students will feel more or less comfortable participating in class discussions, class participation will be critical to your learning and thinking about the course material. In addition to discussion of the class readings, class time will also be used to consult and plan two of the major class projects. Specifically, we will devote class time to discussion of your research and service learning projects. Finally, in-class activities will be designed and implemented over the course of the quarter to deepen your self-awareness and knowledge of career counseling and multicultural issues in vocational psychology.

### Course Requirements

- 1) **Reading-** Read assigned material before class and come prepared to discuss your thoughts, reactions, and questions.
- 2) **Attendance and Participation-** You will be expected to participate and contribute in class discussions. Please notify the instructor of any anticipated absence before class.
- 3) **Reaction Papers-** You will write no more than one paragraph synthesizing (in bullet points if you prefer) main learning aspects you experienced from the readings. Please include your cognitive and affective reactions to the readings. Please also include 1-3 burning questions you would like to include for class discussion based on the readings. Both paragraph/bulleted points of the readings *and* burnings questions can be emailed to me no later than 5pm the day before class.
- 4) **Case Presentation-** Present a case (possibly from CAPS) 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. Slides are encouraged.
- 5) **Interview-** You will conduct an interview with an individual who represents a cultural background that is different from yours within their chosen profession and/or workplace context. The individual's minoritized status should be based on: gender, age, race, ethnicity, religious/spiritual affiliation, nationality, disability status, social class, sexual orientation, or gender identity. **Instructor approval is necessary before completing this assignment.** Interview questions will be provided by instructor. You will turn in a 6-8 page, APA-style report that addresses the following areas:
  - a. What career theory best captures your interviewee's experience? Using your selected theory:
    - i. Explicate the major theoretical constructs and how they apply to your interviewee
    - ii. Describe limitations of using this theory to capture your interviewee's experience

- iii. Articulate how your theory could be modified to better capture your interviewee's experience
  - b. Describe implications of your interview and theory-based analysis for vocational psychology research and practice.
- 6) **Research Project-** Each of you will analyze and provide a thematic summary of attention to multicultural issues in a major vocational psychology journal (i.e., *Journal of Career Assessment* (Lisa), *Journal of Career Development* (Chunyue), *Journal of Vocational Behavior* (Megan), *Career Development Quarterly* (Anthony), *Work and Stress* (Alex), *Journal of Employment Counseling* (Rachel) over the past 2 years (2018-2019). A coding form will be provided to you to assist with your thematic summary. Following your thematic summary, you will provide a 3-5 page report on your search, findings, and conclusions. Specifically, your report will address the following areas:
  - a. What is the stated aim and scope of the journal?
  - b. Summarize the findings of your search. Report frequencies of articles focused on multicultural issues in general as well as specific areas of multicultural vocational psychology covered.
  - c. What themes emerged in your search? What topics (e.g., person-environment fit, work adjustment, STEM career development) were covered by the journal?
  - d. What are the implications of your findings for the journal and field of vocational psychology?
- 7) **Difficult Family Case Study-** Write a paper describing a difficult 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; 3-5 pages, 10-15 minutes each to share with class.
- 8) **Service Learning Project-** You will work in small teams to conduct a needs assessment for a specific group of students at BYU (e.g., LGBT graduate students, first-generation college students, female computer science majors, Latinx undergraduates, international students, etc.). The needs assessment will focus on available career services for these students, how (if at all) these services are used, and how these services might be improved. Your needs assessment should include data collection from available resources (e.g., websites) and key stakeholders (e.g., conversations with members of the group of interest and career service providers). You will present your findings along with recommendations to the class. Class time will be used throughout the semester to discuss your project and consult with the instructor and classmates. Your project must be approved by the instructor before it commences.

### COURSE GRADE

Your grade in this course will be based on the criteria below:

| <u>Requirements</u>   | <u>Percentage</u> |
|-----------------------|-------------------|
| Class participation   | 5%                |
| Paragraph of readings | 5%                |
| Case presentation     | 10%               |

|                             |      |
|-----------------------------|------|
| Interview paper             | 20%  |
| Difficult family case study | 20%  |
| Research project            | 20%  |
| Service learning project    | 20%  |
| Total                       | 100% |

**Grading Scale/Points:**

|    |        |
|----|--------|
| A  | 100-93 |
| A- | 92-90  |
| B+ | 89-87  |
| B  | 86-83  |
| B- | 82-80  |
| C+ | 79-77  |
| C  | 76-73  |
| C- | 72-70  |

**Classroom policies**

**Attendance** of all classes is required. Missing any class without prior or legitimate excuse will result in the final grade reduced by one full letter grade (10%). Excessive tardiness will also result in lowered final grades. This is not meant to be punitive, but to reflect the importance of your active involvement and engagement in the class.

**Late assignments** will not be accepted beyond two days after the due date; all late assignments will lose a letter grade (10%) for each day they are late.

**Confidentiality** is expected of class members. As with any diversity class, it is expected that our discussion of class topics may lead to personal self-disclosures and difficult dialogues. It is expected that these disclosures and exchanges will remain confidential.

**Respecting diversity** is an important attitude of openness for differing viewpoints and life experiences. Every viewpoint and every cultural perspective has great value for our learning in this course. Perhaps the most valuable are those perspectives and opinions that differ from what has already been said, or what might seem to be the prevailing view. Please join with me in working to create a class where all viewpoints and personal experiences are welcome, where students feel free to disagree with others, but also where only ideas are challenged – not the personal dignity and worth of any member of our class.

If you feel you have experienced an incident of bias or have felt dismissed or overlooked at any time while in this class, I hope you feel comfortable and safe coming to me so we can have a productive and meaningful discussion. Please know that I am available to support you to help in your most satisfying experience possible as a graduate student in this class and in the program.

## Course Schedule

| Week | Date | Topic   | Readings                        | Assignments Due   |
|------|------|---|---------------------------------|---|
| 1    | 1/8  | Course Overview   |                                 |   |
| 2    | 1/15 | Being Alive: Work as a Central Role of Life<br>Gender and Vocational Psychology | Blustein Ch. 1<br>Slaughter (1) | Class agenda:<br>1. MC Competencies Self-Assessment<br>2. Johari Window<br>3. Gender and Work Vignettes<br>4. Collage and discussion on readings<br>5. Video:<br><a href="https://www.youtube.com/watch?v=18uDutylDa4">https://www.youtube.com/watch?v=18uDutylDa4</a><br>6. Role plays |
| 3    | 1/22 | Being able to Survive and Thrive<br>Race, Ethnicity, and Vocational Psychology  | Blustein Ch. 2<br>Pager (2)     | 1. Coding sheet, journals assignment<br>2. Discuss readings/Collage of insight<br>3. Class activity- job/money survival mode<br>4. Case vignettes/WP<br>5. Work in Service Learning Groups  |
| 4    | 1/29 | Being With Others   | Blustein Ch. 3                  | <b>Interview Approved</b><br><br>Case Presentations<br>1. Megan<br>2. Chunyue<br>2.5 Lisa<br>3. Rachel<br>4. Alex<br>5, Anthony   |
| 5    | 2/5  | Being Part of Something Bigger than Ourselves                                   | Blustein Ch. 4                  | <b>Service Learning Project Approved</b><br>1. Discussion on "Calling"  |

|   |      |   |  |   |
|---|------|---|--|---|
|   |      |   |  | <p>“Greater than ourselves”</p> <ol style="list-style-type: none"> <li>2. Case vignette</li> <li>3. Practice time</li> <li>4. Special visitor</li> </ol>  |
|   | 2/12 | <p>Being Motivated and Being the Best We Can Be</p> <p>Lesbian, Gay, Bisexual, and Trans* Individuals and Vocational Psychology</p> | <p>Blustein Ch. 5</p> <p>Budge et al (3)</p> | <p>Class activity – small group work</p> <p>LGBTQ in the workplace</p> <p>Kumu Hina Video</p> <p>Video conference with trans colleague – lore dickey</p> <p><a href="https://www.youtube.com/watch?v=PhHpe1K8YRA">https://www.youtube.com/watch?v=PhHpe1K8YRA</a></p> <p><a href="https://www.youtube.com/watch?v=_Ged-k3tGpI">https://www.youtube.com/watch?v=_Ged-k3tGpI</a></p> <p><a href="https://www.youtube.com/watch?v=9JqObHiBin8">https://www.youtube.com/watch?v=9JqObHiBin8</a></p> <p><a href="https://www.youtube.com/watch?v=G_d5HQLpvH8">https://www.youtube.com/watch?v=G_d5HQLpvH8</a></p> <p><a href="https://www.youtube.com/watch?v=7zZGQFYGdw4">https://www.youtube.com/watch?v=7zZGQFYGdw4</a></p> |
| 7 | 2/19 | Being Able to Care  | Blustein Ch. 6                               | <p><b>Interview Paper</b></p> <p>Brief presentations on interviews</p> <p>Brother Joe</p> <p>Class activity</p> <p><a href="https://www.churchofjesuschrist.org/youth/video/lift?lang=eng">https://www.churchofjesuschrist.org/youth/video/lift?lang=eng</a></p>  |

|    |      |   |  |  |
|----|------|---|--|--|
|    |      |   |  | Lorne Sleem's visit  |
| 8  | 2/26 | Social Class and Vocational Psychology  | Pappano (4)                              | Review of midcourse evals<br><br>Lecture and discussion on social class<br><br>Class activity: social class and you.<br><br>Nathan's visit     |
| 9  | 3/4  | Being Able to Work without Oppression and Harassment<br><br>Video on harassment | Blustein Ch. 7                           | <b>Research Project presentations</b>  |
| 10 | 3/11 | Disability/Aging and Vocational Psychology                                      | Fabian; Lindstrom (5); Sterns; James (6) | Ben's visit; 10am<br><br>Presentations<br><br>Ageism activity<br><br>Disability discussion<br><br>Time in groups for Service Learning Projects |
| 11 | 3/18 | Being Without Work  | Blustein Ch. 8                           | <b>Difficult Family Case Study</b>   |
| 12 | 3/25 | Immigration and Vocational Psychology<br><br>Counseling with immigrants         | Flores (7)                               | Carol's visit  |
| 13 | 4/1  | Being Able to Work With Dignity and Opportunity                                 | Blustein Ch. 9                           | <b>Service Learning presentations</b>  |
| 14 | 4/8  | Multicultural Career Counseling and Social Justice                              | Turner; Franklin; Niles                  |  |
| 15 | 4/15 | End of course celebration, last check in about learning                         |  |  |

## EVALUATION CRITERIA

The following rubrics may be used as a guide for completing your assignments. Please note that some degree of subjectivity will accompany all grading in this class.

| <b>Interview Paper Scoring Rubric</b>   | <b>Possible Pts:</b> |
|---|----------------------|
| Overall quality of writing              | 5                    |
| Coverage of each area noted in syllabus | 10                   |
| Connection to class readings            | 5                    |
| <b>TOTAL</b>                            | <b>20</b>            |

| <b>Research Project Scoring Rubric</b>   | <b>Possible Pts:</b> |
|--|----------------------|
| Overall quality of writing               | 5                    |
| Coverage of each area noted in syllabus  | 10                   |
| Quality of recommendations for the field | 5                    |
| <b>TOTAL</b>                             | <b>20</b>            |

| <b>Service Learning Project Scoring Rubric</b>     | <b>Possible Pts:</b> |
|--|----------------------|
| Depth and breadth of data gathering                | 5                    |
| Quality of recommendations based on findings       | 5                    |
| Connection of findings/recommendations to readings | 10                   |
| <b>TOTAL</b>                                       | <b>20</b>            |

## CLASS READINGS

1. Slaughter, A.-M. (2012, July/August). Why women still can't have it all. *The Atlantic*. Retrieved from: <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>



2. Pager, D. & Western, B. (2005, December). Race at work: Realities of race and criminal record in the NYC job market.
3. Budge, S. L., Tebbe, E. N., & Howard, A. S. (2010). The work experiences of transgender individuals: Negotiating the transition and career decision-making processes. *Journal of Counseling Psychology, 57*, 377-393. doi: 10.1037/a0020472
4. Pappano, L. (2015, April 8). First-generation students unite. *The New York Times*. Retrieved from: <http://www.nytimes.com/2015/04/12/education/edlife/first-generation-students-unite.html>
5. Lindstrom, L., Doren, B., Post, C., & Lombardi, A. (2013). Building career PATHS (Postschool Achievement Through Higher Skills) for young women with disabilities. *The Career Development Quarterly, 61*, 330-338. doi: 10.1002/j.2161-0045.2013.00059.x
6. James, J. B., Besen, E., Matz-Costa, C., & Pitt-Catsoupes, M. (2012). *Just do it?...maybe not! Insights on activity in later life from the Life & Times in Aging Society Study*. Chestnut Hill, MA: Sloan Center on Aging & Work, Boston College.
7. Flores, L. Y., Mendoza, M. M., Ojeda, L. He, Y., Meza, R. R., Medina, V., Ladehoff, J. W., & Jordan, S. (2011). A qualitative inquiry of Latino immigrants' work experiences in the Midwest. *Journal of Counseling Psychology, 58*, 522-536. doi: 10.1037/a0025241

## University Policies

### Treating all Individuals with Respect:

All BYU students are expected to treat their peers, professors, personnel, clients, etc. with respect, especially when opinions by differ. Class discussions should demonstrate respect for all individuals involved. Respect and other principles for maintaining a healthy campus environment are found in BYU's Honor Code, see <https://policy.byu.edu/view/index.php?p=26>

### Responding to and Reporting Sexual Harassment and Related Misconduct:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, you have several options of how to report or voice your concerns. You could talk with your professor; contact BYU's Equal Opportunity Manager at 801-422-5895 or email [[sue\\_demartini@byu.edu](mailto:sue_demartini@byu.edu)]; contact BYU's Honor Code Office at 801-422-2847. Refer to the following website regarding additional information about sexual misconduct: <https://policy.byu.edu/view/index.php?p=155>

Other options include calling or visiting with Tiffany Turley, who serves as the university's Title IX coordinator. Her office is in 1085 WSC. She can also be contacted by phone or email: 801-422-7256; [tiffany\\_turley@byu.edu](mailto:tiffany_turley@byu.edu)

You may also call or visit with Lisa Leavitt, BYU's full-time advocate for victims of sexual assault. If you wish to speak with someone confidentially about an incident of

sexual assault or abuse, contact Lisa Leavitt: [lisa\\_leavitt@byu.edu](mailto:lisa_leavitt@byu.edu); [advocate@byu.edu](mailto:advocate@byu.edu); or call 801-422-9071. Lisa's office is located in 1500 WSC on the BYU campus.

### **Understanding Services for Students with Disabilities:**

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to provide a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [<https://uac.byu.edu/>]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. 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. You may contact the Equal Employment Office in the ASB. They can be reached by phone at 801-422-6878 or 801-422-5895. You can also visit their

### **Laptop Computer/Electronics Use**

Electronics and internet access can enhance student learning if they are used for that purpose. Full and effective participation in discussions and experiential activities is essential for learning and success. Students are expected to use phones, computers, and all other electronic devices to enhance learning and to refrain from distracting themselves or others during class meetings.