**TRINITY WESTERN UNIVERSITY**

**Independent Study Course Syllabus**

**PSYCHOLOGY 431 (Fall 2016)**

**INTRODUCTION TO CAREER COUNSELLING & DEVELOPMENT (3 credit hours)**

INSTRUCTOR: Todd Dutka

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COURSE DESCRIPTION:

A critical introduction to the theory and practice of career counselling. An overview of major factors affecting career development. Current trends and how to meet developing needs. The importance of effective career counselling in the lifelong development of the individual.

PREREQUISTES: PSYC 105, 106, 331 and 3rd year standing.

REQUIRED MATERIALS:

Niles, S. G. & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century* (4th ed.). Upper Saddle River,NJ: Pearson Education, Inc.

Bolles, R. N. (2012). *The what color is your parachute job-hunter’s workbook* (4th ed.)*.* New York: Ten Speed Press.

COURSE OUTLINE:

September 7th – 13th *Lesson 1*- Biblical perspectives on attitudes and approaches towards ones’ vocation

* To consider vocation from a biblical perspective and Illuminate and examine terms such as work, gifts, preparation, practice, provision, desire, etc. and how they apply to the pursuit of a career

September 14th – 20th *Lesson 2*- History of career development and ethical/legal responsibilities **(Response Paper #1 due September 13th)**

* Chapters 1 and 14
* Meaning of work across time
* Important events
* Frank Parsons
* Ethical dilemmas
* Ethical codes and standards

September 21st – September 27th *Lesson 3*- Influential theorists and theories **(Response Paper #2 due September 21st)**

* Chapter 2
* Super’s Life-Span, Life-Space Theory
* Gottfredson’s Theory of Circumscription, Compromise, and Self-Creation
* Holland’s Theory of Types and Person-Environment Interactions
* Krumboltz’s Learning Theory of Career Counseling

September 28th – October 4th *Lesson 4*- Recent theories of career development and decision-making models **(Response Paper #3 due September 28th)**

* Chapter 3
* Emerging theories
* Lent, Brown, and Hackett’s Social Cognitive Career Theory
* The Cognitive Information Processing Approach
* Savickas’ Career Construction Theory
* Hansen’s Integrative Life Planning
* Postmodern approaches and a special section on Brown’s Values-Based Approach

October 05th – 18th *Lesson 5*- Vocational instruments and resources **(Response Paper #4 due October 5th)**

* Chapters 6 and 7
* Counsellor and client roles
* Data collection and Popular instruments (SDS, SII, MBTI)
* Computer-Assisted Career Guidance Systems (CACGS)
* Student Success Centre/Career Centre Visit

October 19th – November 1st *Lesson 6*- Contemporary career counselling strategies, techniques, and implementation **(Response Paper #5 due October 19th and Midterm Exam due November 1st)**

* Chapters 8 and 9
* Career counselling for the 21st century
* Career counselling framework
* Designing and implementing a career development program

November 2nd – 15th *Lesson 7*- Higher education and community settings **(Response Paper #6 due November 2nd)**

* Chapters 12 and 13
* Specific needs
* Developmental competencies
* Clinical competencies
* Practice settings

November 16th – 29th *Lesson 8*- Providing culturally competent career development interventions **(Response Paper #7 due November 16th)**

* Chapter 4
* Universal versus culture-specific models
* Ethnocentrism and acculturation
* Identity development models

November 30th – December 6th *Lesson 9*- Professional associations, modern research and future directions

* NCDA, CACREP, BCACC, RCC, CPA, EAP’s, EFAP’s
* Family of procreation
* Computer oriented services
* Life-roles and decision-making

**(Response Paper #8 due November 30th and Occupational Career Project due December 6th)**

December 7th – 17th *Final exam period* **(Final Exam due by 11:59pm on December 16th)**

NOTE: All assignments, including the final exam, must be handed in by 11:59pm on December 16th

EVALUATION:

1. Occupational Research Project (25%)
2. Midterm Exam (25%)
3. Response Papers (8) (20%)
4. Final Examination (30%)

ASSIGNMENTS:

Occupational Research Project

This project will involve the self implementation of a semi-structured intake interview and the What Color is Your Parachute Job-Hunter’s Workbook Fourth Edition. In relation to the results of these assessment instruments the student will provide counsel to their self with regards to an industry or industries that they would consider approaching, including their take on what societal trends they will incorporate and how. The student will also list three specific job titles from that industry or industries which will include an illumination as to what it is about those career decisions that interests them (values, growth opportunities, salary, recreational time, location, work with others/work alone, etc.). Lastly, the student will discuss their own career perceptions, what and who has influenced their thoughts around vocational beliefs, and how they envision their self approaching and operating in their chosen career opportunities. (A detailed outline for this project will be provided.) Due date is by 11:59pm December 06, 2016. 5% per day late penalty.

Midterm Exam

The midterm exam will be an essay style take home examination. Due date is by 11:59pm on November 01, 2016.

Response Papers (Eight in total)

Response papers will involve utilizing Case Studies and Student Activities found at the end of each chapter of the textbook (topics to be addressed will be provided for Lessons 1 and 9). Response papers will be 4 pages, double-spaced in length (approximately 1000 words – not including the Title page or the References section) and an APA style format must be utilized for both in-text citations and the References page. The papers will be due after the completion of one lesson and the commencement of a new lesson as indicated in the timeline of the syllabus (assignments must be submitted by 11:59pm of their stated due dates). Late assignments will not be accepted.

Final Exam

The final exam will be an essay style take home examination. Due date is by 11:59pm on December 16, 2016.

Student Learning Outcomes:

The following chart outlines the learning outcomes associated with this course, and how they fit with the university-wide, TWU learning outcomes for all students. Each assignment is also listed to show the specific learning outcomes that it directly addresses.

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| TWU Student Outcome | Course Learning Outcome | Assignment Strategy |
| **Knowledge and its Application:**- a broad foundational knowledge of human culture and the physical and natural world- a depth of understanding in any chosen field(s) of study- applied knowledge through discipline-appropriate experiential learning | - to spark students’ interest in the field of Career Counselling and Development through an overview of the integration of foundational research and current knowledge within the field- to understand the major theoretical approaches and how they have guided research and the application of Career Counselling- to define, explain, and remember foundational principles of Career Counselling | - Midterm Exam- Final Exam- Occupational Research Project- Response Papers |
| **Cognitive Complexity:**- skills including: critical and creative thinking, quantitative reasoning, communication, research, and information literacy- an ability to articulate various interdisciplinary and multi-disciplinary perspectives, integrating informed Christian perspectives- an ability to respond with wisdom, humility, and charity to questions, issues, and problems of the human condition | - to identify and evaluate the presence of psychological phenomena in our daily lives- to cultivate introspection and personal reflection on the topics presented- to familiarize students with some of the methodological issues inherent to the discipline of psychology- to summarize, classify, and critically examine current psychological literature | - Midterm Exam- Final Exam- Occupational Research Project- Response Papers  |
| **Spiritual Formation:**A spiritual dimension by means of an exposure to a reflective and caring Christ-centred community which encourages:- a further understanding of God- a discovery of a deep and personal spiritual foundation- an embodiment of a Christ-like way of life characterized by love for and service to others | - to explore ways to integrate and articulate a Christian perspective of psychology- to consider and evaluate current psychological literature through your own Christian lens- to strengthen your understanding of God through reflective integration of psychological phenomena with your personal spirituality | - Occupational Research Project- Response Papers  |

*Final Grades:* Final grades will be assigned following the completion of all course requirements.

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| **Anticipated Percentage Ranges and Associated Letter Grades**\*Note that Psychology course ranges differ from other TWU courses as per department regulations. |
| **A+** | **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **D-** | **F** |
| 94+ | 90-93 | 86-89 | 82-85 | 78-81 | 74-77 | 70-73 | 66-69 | 62-65 | 58-61 | 54-57 | 50-53 | 0-49 |

*Academic Integrity and Avoiding Plagiarism at TWU:* One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student’s responsibility to be informed about what constitutes academic dishonesty. For details on this, and on identifying and avoiding plagiarism go to the University Homepage > Academics > Academic Calendar > Academic Information > Academic Policies > Academic Dishonesty and Plagiarism.

*Campus Closure and Class Cancelation Policy:* In the event of extreme weather conditions or other emergency situations go to the University Homepage > Campus Notification (in the page footer) > Class cancellation policy.

*Students with Disabilities:* Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined in the Student Life section of the University Calendar.

*Examination Policy:* A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absence due to illness must be supported by a medical certificate indicating the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and Enrolment Services within 48 hours of the missed examination, giving written documentation explaining the absence.