University of Hawaii at Hilo
Psychology 612: Career Development
Summer

Instructor

Email

Office Hours   **Phone**

Course Objectives

This course is an introduction to (1) theories of career development, (2) the practice of career counseling, and (3) sociocultural and philosophical topics related to the changing worlds of work and leisure.

Students learn how to apply career development theories and research in order to help clients overcome career and life problems, attain career goals, and increase their happiness and well-being. Some specific course objectives include:

- Presenting the major theories of career development and career decision making, the empirical research supporting these theories, and, especially, the implications of these theories for career counseling.

- Introducing students to multiple frameworks and resources for understanding the structure and content of occupations and how features of jobs and occupations can be related to individual characteristics, societal, and cultural factors.

- Teaching students how to administer, score, and interpret online career development relevant inventories and assessment tools. Understanding the benefits and limitations of these using and other assessment tools.

- Learning how to use career assessment instruments and exercises and other counseling skills and techniques to teach individuals with diverse personalities, interests, abilities (and disabilities), values, skills, and social and cultural backgrounds how to make better occupational decisions and to engage in activities that will lead to more satisfying lives.

- Appreciating the complexities and attractions of career counseling and how career and personal counseling are often inextricably intertwined.

Required Texts

Krumboltz, J. D. & Levin, A. S. (2010). Luck is no accident (2nd Ed.). Atascadero, CA: Impact. https://www.amazon.com/Luck-No-Accident-Making-Happenstance/dp/188623003X/

Zunker, V. (2016). Career counseling: A Holistic approach. Cengage: NY.
This is an online Cengage text. To enroll in the course and access the text, please go here: https://www.cengage.com/dashboard/#/course-confirmation/MTPNKS5N6SFL/initial-course-confirmation

Assignments (and % of final course grade)
Online discussion assignments (30%)
There will be several required online discussion assignments in each of the first 5 weeks of the course. These will be due by Sunday at midnight. Please post these in the appropriate Forum on Laulima.

These are not intended to be full-fledged papers – one page will suffice, but feel free to write as much as you want. Please use APA format for citations and references. **Please post these "in-line," not as attachments** (it is easier for everyone to read inline posts than attachments).

I will not be grading these weekly posts. As long as you post something reasonable, you will receive full credit. If I think your post is not substantial enough, I will let you know and you can expand it as needed.

To receive credit for these assignments, at the end of the semester I will ask you to report on how many of these discussion assignments you have completed (weekly discussion log assignment). For the discussion log "assignment" all you will need to do is submit a statement in this format: "I completed X of the Y weekly discussion assignments."

Cengage Assignments (30%)

In each of the first four weeks there will Cengage assignments due by Sunday at midnight.

Career Assessment Report on classmate (40%)

You will be doing a complete career/life-roles assessment on a classmate/client. Steps to completing this assignment:

1) First, before your intake interview, ask your client/classmate to complete the following inventories and provide you with the results. IMPORTANT: please make sure your client prints the results of the online inventories to PDF files, otherwise the results may be lost.

   a) the (free) online O*NET Interest Profiler (http://www.mynextmove.org/explore/ip). A paper-and-pencil form of the Interest profiler is also available here: https://www.onetcenter.org/dl_tools/ipsf/Interest_Profiler.pdf. Information about how to use the results of the Interest Profiler in career counseling is available here: https://www.onetcenter.org/IP.html#overview and, specifically, in this document: https://www.onetcenter.org/dl_files/Mini-IP_Linking.pdf ;

   b) The Career Counseling Checklist (paper and pencil, from the Zunker text, copy in *Resources* on Laulima)

   c) a Big Five personality inventory (e.g., http://www.outofservice.com/bigfive/, if your clients already has results from another Big Five inventory, you can use those)

   d) the Myers-Briggs (MBTI)> I recommend the real Myers-Briggs, which costs $50 (https://www.mbtionline.com/TaketheMBTI), however, your client can use a free Myers-Briggs clone, if $50 is too much, e.g., http://www.teamtechnology.co.uk/mmdi/questionnaire/.

   e) a values inventory such as the Work Importance Profiler (https://www.cacareerzone.org/wip/) or the *Life Values Inventory* (on Laulima)

2) Next, study Chapter 5 of the Zunker text (*Career Counseling Intake* Interview).

3) Before your intake interview, review the results from the above inventories in order to help you develop questions and hypotheses to discuss with your client in

your first interview.

4) First interview: take a complete career/life history from your client and explore your classmate's career issues, hopes, concerns and needs. Explore the relationship between personal and career counseling issues in your client's life. This interview can be online or on the phone if necessary and should take about 1 to 1.5 hours. Please, with your client's consent, record (video or audio) the interview. When complete, select a 5-10 minute segment of the recording that you would like to receive feedback on. Pick a segment of the interview that you have questions about, which did not "go well," and/or addresses an important issue. Ask your "client" for permission to share the interview segment with me and your classmates. Post the recording to the appropriate forum on Laulima. Please complete your first interview and post the segment by the end of Week 4.

5) Based on what you have learned from your first interview and the inventories, ask your client to complete (at least) 3 additional career-related inventories or exercises. Select the inventories/exercises to help answer or clarify issues raised in the interview and earlier inventories.

6) After receiving the results of the inventories/exercises from step 5, conduct a second interview in which you provide feedback and recommendations for future explorations to the client based on your integration and analysis of all of information you have collected.

7) Write a detailed career assessment report describing, integrating, and analyzing the results of your interviews and assessment and making career/life development suggestions and recommendations to your classmate/client. You should include some suggestions for careers to explore that might fit the client's interests, personality, values, lifestyle goals, salary requirements and etc. Please include a few suggestions for occupations (at least 3) that might be a good fit for the, even if your client has already settled on a career for the time being (presumably in counseling or psychology!), just to gain an understanding. Using O*NET and other resources, explain why the suggestions might make sense and what the occupational outlook is for the occupations. More broadly, in your report, discuss how the client might best integrate career and life roles now and in the future and address any personal/career/life role issue raised by the client.

Your report should be at least 10 pages single-spaced or 20 double-spaced. You do not need to use APA citations – this is a psychological report, not a research paper. There is a great sample report on the website from a past UHH student (posted with permission, of course): *Parker -- pseudonymn -- career report.rtf*. Post your report in Laulima under the *Assignments* link.

Places you can look for questionnaires and exercises for Step 5 of this assignment (please let me know if you find other good resources for me to add to this list):

The *Zunker* text
Luck is No Accident – this book has a lot of good self-assessment exercises
http://www.ncda.org/aws/NCDA/pt/sp/resources
https://www.career.cornell.edu/upload/2019-20-Cornell-Career-Guide.pdf
https://applymagicsauce.com/
https://www.authentichappiness.sas.upenn.edu (the VIA Survey of Character Strengths may be especially useful)
http://kivunim.huji.ac.il/cddq/
https://www.onetcenter.org/AP.html (O*NET Ability Profiler, tests math, reading and other abilities)
https://www.careeronestop.org/Toolkit/Skills/skills-matcher.aspx (skills self-assessment)

Evaluation and Grading:
Here are the numerical equivalents for each letter grade: A+ = 100, A = 97, A- = 93, B+ = 89, B = 87, B- = 81, C+ = 79, C = 77, C- = 69, D = 67, F = 0. Your final grade for the course will be assigned as follows: 90 - 100 = A, 80 - 89 = B, 70 – 79 = C, 60 – 69 = D, <60 = F. I will curve the final grades up by subtracting the highest final grade in the class from 100 and adding the result to your grade.

Policies and Resources
I adhere to all relevant UHH, State, and Federal policies and laws. You can find links to information on these laws and policies with respect to discrimination, sexual harassment, educational privacy, and many other topics here: https://hilo.hawaii.edu/eeoaa/related_policies/. I also adhere to the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association, https://www.apa.org/ethics/code/.

UHH policies with respect to graduate programs and studies can be found here: https://hilo.hawaii.edu/policies/#graduate. See the UHH Student Affairs website for links to many programs designed to help students succeed at UHH and after graduation: http://www.uhh.hawaii.edu/studentaffairs/. For University deadlines for registration and other formalities, please see the UHH Academic Calendar at https://hilo.hawaii.edu/registrar/currentterm.php

Expectations for professional, ethical behavior by students
At the discretion of the instructor and the Director of the Counseling Psychology Program, students who commit serious professional or ethical violations or

omissions may be removed from the course and may receive a W or F for the course. Serious ethical/professional violations or mistakes may also lead to dismissal from the Counseling Psychology Program. Serious violations include, but are not limited to plagiarism, unprofessional or unethical interactions with colleagues or clients, and violation of rules of client confidentiality.

Accommodations for students with disabilities
Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office - Hale Kauanoe A Wing Lounge, 933-0816 (V), 933-3334 (TTY), shirachi@hawaii.edu - as early in the semester as possible.

WEEKLY ASSIGNMENTS:

Note: These assignments, and the syllabus as a whole, are SUBJECT TO CHANGE. Please see the assigned learning modules on Monday of each week for additional assignments.

WEEK STARTING	READINGS, ASSIGNMENTS
	Week 1 Readings: *Zunker*, Chapters 1-2 Cengage and online discussion assignments due Sunday, 11pm
	Week 2 Readings: *Zunker*, Chapters 3-4 Cengage and online discussion assignments due Sunday, 11pm
	Week 3 Readings: *Zunker*, Chapters 5-7 & The Case of Angela in *Additional Resources* Cengage and online discussion assignments due Sunday, 11pm
	Week 4 Readings: *Zunker*, Chapters 8-10, 13-14 Cengage and online discussion assignments due Sunday, 11pm Post your interview clip to the *Interview Clips* forum on Laulima by Sunday, 11pm See the Laulima webpage for this week for additional assignments
	Week 5 Readings: *Luck is No Accident* (entire *short* book) Online discussion due Sunday, 11pm
	Week 6 Readings: NONE (to give you time to complete your Career Assessment Report) Online discussion: NONE Due Sunday midnight: Discussion Log, Career Assessment Report