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CO 680 Career Counseling

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CO 680 Career Counseling

Area of Counseling and Pastoral Care Georgina Panting-Sierra, Ed.D.

Affiliate Professor of Counseling

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Office Hours: By request only

Class Time: August 11-15, from 9:00 am to 5pm

Enrollment Limit: 20

Course Description:

This course is a foundational class in career counseling. As part of the class, students will be exposed to the knowledge, theories, skills, and techniques necessary to providing such services in various contexts and with a variety of groups. Students will also gain a Christian perspective on vocation, career, and work as a foundation of the practice of career counseling.

Course Goals:

At the end of this course, students should be able to:

1. Develop a biblical and theological understanding of career and work as a foundational basis for career counseling.
2. To understand problem areas that affect particular populations, gender roles, racial and ethnic socialization and career decision-making process.
3. Become familiar with theoretical approaches to career counseling, career development theories and their relationship to career decision-making.
4. Learn the use of standardized assessment instruments to enhance the career planning and the decision making process.
5. Consider ethical, legal and professional issues related to career development and career counseling.
6. Become familiar with technology-based and computer assisted career assessment tools.

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Required Texts:

Hardy, L. (1990). *The fabric of this world: inquiries into calling, career choice, and the design of human work*. Grand Rapids, MI: W.B. Eerdmans.

Zunker, V. G. (2006). *Career Counseling: A Holistic Approach*. Belmont, CA: Thompson Brooks/Cole.

Recommended Readings:

Hinkelman, J.; Luzzo, D.A. (2007). Mental health and career development of college students. *Journal of Counseling and Development*, 85 (2), 143-147.

Peterson, N.; Cortez, R. (2000). *Career counseling models for diverse populations*. Canada: Thompson Brooks/Cole.

All students are responsible for ordering their textbooks online or from another source. Some possible online sources are: www.cokesbury.com, www.amazon.com, www.christianbook.com, or www.bookfinder.com. If you need assistance or have any questions please contact Kandace Brooks at 407-482-7584.

Course Policies:

Attendance is required and essential for understanding and processing the material. Any absence or missed work due to an excused absence should be discussed with the instructor.

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes, or reading materials for the class. Activities like checking e-mail, chatting or browsing the net during class time are not allowed.

Each student is expected to complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assigned readings. *Informed* participation is expected and considered in your final grade.

Written Papers should followed the following guidelines:

All papers should have your name and your SPO number on them.

All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin.

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As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.

Written materials should be submitted in printed form or via e-mail by the due date. Although late papers will be accepted, they will receive fewer written comments and lower grades.

Regarding incomplete work, a grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

Late assignments: A late paper is one submitted after the specified due date without prior permission. A new due date must be requested at LEAST 48 hours in advanced. Late papers receive a grade, but no feedback. Late papers are penalized with 1/3 grade reduction for each late day.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source[s]). Penalties for academic dishonesty may include failing the student for the course. For more details refer to Asbury Seminary catalog.

Virtual Support Contact Information

For **technical support, library research support, library loans, and Virtual media** contact Information Commons: Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

For **general questions and administrative assistance regarding the Virtual program**, contact Dale Hale: ExL_Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials

1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>

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2. Materials Requests:

a. To search the library catalog for available materials, click here:

<http://www.asburyseminary.edu/information/index.htm>

b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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Course grading:

A	94+	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	below 60

Course Requirements:

1. Participation 5%

You are expected to attend all classes and actively participate in all class related activities and discussions. One absence during the week of the class, will result in a reduction of one letter grade.

2. Career Center Visit 20 % Due: August 22, 08

Students are required to visit at least three career centers or career development websites (i.e. www.asbury.edu/career/students) to become familiar with resources used in career counseling. You will write a **3 - 5** page paper (APA style) that addresses the following:

- An introduction explaining essential information on the center/website visited and its location, website information, etc.
- A description of the personnel available at the center and the population that they serve.
- A description of the types of services offered at the center/website (assessments, trainings, etc)

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- What standardized tests and assessment tools do they offer? List names, prices, etc.

- Types of resources available at the center/website (for example, videos, books, internet resources).

Any other pertinent information gathered during the visit, you might attach brochures, handouts, etc. if these are available.

Some suggested sites are:

Valencia College Career Center Tel. (407) 299-5000

701 N Econlockhatchee Trail
Orlando, FL 32825
Building 5 Room # 230.

Orange County One-Stop Career Center Tel. (407) 531-1227

5166 East Colonial Drive
Orlando, FL 32803

Osceola One-Stop Career Center Tel. (407) 705-1555

1392 East Vine Street
Kissimmee, FL 34744

Seminole County One-Stop Career Center Tel. (407)531-1225

1097 Sand Pond Road
Suite 1001
Lake Mary, FL 32746

Workforce Express Tel. (407) 531-1226

5362 Silver Star Road
Orlando, FL 32808

Christian HELP Tel. (407) 834 - 4022

450 Seminole Blvd. forinfo@christianhelp.org
Casselberry, FL 32707

Websites:

LifeMap (<http://www.valenciacc.edu/lifemap/CareerCenters.asp>)

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3. Quizzes 10 % each (total of 50%).

Brief daily quizzes will be given at the end of each class. These will be based on the readings assigned to each day.

4. Career self-assessment 25% 2007

Due: August 22,

You will complete the DISC and the Strong Interest Inventory (SII). The purpose of this assignment is for you to get familiarized with these instruments and to gain a sense of the assessment process in career counseling. This is not meant to be an in-depth, diagnostic oriented experience, but a learning exercise.

DISC

Once you register for the course and after the add/drop deadline, the administrative office at the Wilmore campus will send you a link where you can take the DISC at **no cost**. Otherwise the test is available for a cost at <http://www.corexcel.com/>

Strong Interest Inventory

You are responsible for accessing a website in order to take the SII. This test is available at www.discoveryyourpersonality.com/Strong.html for a cost. You may choose to research other websites.

You will then, use these results to write a **6 - 8 page** paper focusing on self-understanding gleaned from the instruments. You should address the following questions in your paper:

- What personal and vocational information did you glean from the instruments? (How does your profile on the DISC relate to your career as a counselor? What strengths and/or vulnerabilities does it suggest? How do you show up on the various scales of the SII)?
- How do the results of the testing fit with your understanding of yourself? (What are some areas of agreement and disagreement? How do you explain any results that do not fit with your previous self-understanding?)
- What new insights have you gained from the assessment instruments?
- What are the implications of the assessment results for your career choice? (How do the results support or not support your career path? In light of these results, what might you wish to do differently? How do you integrate your career choice with your calling as a Christian?).
- You do not need to include your DISC and SII profiles.

In place of the above assignment, **you may choose to do an Interview and Theory Application paper**. This assignment will involve interviewing someone who is fairly well

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established in his or her career field (working for at least 5 years in the field). Your paper will reflect your thoughts and reactions to this interview and an application of one of the career theories learned in class (e.g. Trait-Oriented, Social Learning, Development, etc.) to the interviewee's journey on his/her career. This paper will be **6 - 8 pages** long and should be written in APA style.

1. You will have to come up with a list of questions (10-12) to ask the interviewee according to the theory of your choice. For example, if you chose Super you can create questions regarding exploring the interviewee's SELF CONCEPT. What type of work did he/she observed when growing up? With whom did she/he identify as working adults? What was his/hers general environment situations and experiences?
2. Apply the theoretical principles of your chosen career development theory to the interviewee's journey. What themes, influences, stages, choices, etc, you have identified? How does the theory explain his/her behavior, choices in career?
3. Include your reactions as to how appropriate (or not) the theory was in understanding the interviewee's career journey.
4. Integrate your Christian perspective on the analysis.

PLEASE TALK TO THE INSTRUCTOR IF YOU ARE PLANNING TO CHOOSE THIS OPTION.

Instructor reserves the right to change this schedule of class topics and assignments any time during the semester.

Date	Content	Readings
August 11	Course Overview; Career Development Theories; Career Counseling Models.	Zunker chapters 1 - 3 Hardy chapters 1- 3
August 12	Career Counseling Interviews, Ethics in Career Counseling.	Zunker chapters 4-5, 9
August 13	Career Counseling for special populations. Multicultural Models.	Zunker chapter 10-14
August 14	Career counseling in educational settings, Career Counseling in work settings and career transitions through life.	Zunker chapter 15-19
August 15	Assessment in career counseling, Integration issues, conclusions.	Zunker chapters 6-8 Read rest of Hardy's text

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Suggested Readings: Some bibliographic resources:

Journals:

Career Development Quarterly

Career Development for Exceptional Individuals

Journal of Career Assessment

Journal of College Student Development

Journal of Employment Counseling

Journal of Multicultural Counseling & Development

Journal of Vocational Behavior

Books:

Bolles, R.N. (2005). *What color is your parachute: A practical manual for job-hunters and career-changers*. Berkeley, CA: Ten Speed Press.

Davis, H.V. (1969). *Frank Parson: Prophet, innovator, counselor*. Carbondale and Edward, IL: Southern Illinois University Press.

Derantany, E. (1988). *When God calls you*. Winona Lake, IN: Light and Life Press.

Naylor, T.H., Willimon, W.H., & Osterberg, R. (1996). *The search for meaning in the workplace*. Nashville: Abingdon Press.

Palmer, P. (1990). *The active life-A spirituality of Work, Creating and Caring*. San Francisco, CA: Jossey Bass.

Richard S. Sharf (2002) *Applying Career Development Theory to Counseling*, Pacific Grove, CA: Brooks/Cole (Third edition)

Trueblood, E. (1952). *Your other vocation*. New York: Harper.

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Wingren, G. (1957). *Luther on vocation*. Translated by Carl C. Rasmussen. Philadelphia: Muhlenberg.

Zunker, V.G. (2002). *Career counseling: Applied concepts of life planning*. (6th Edition). Pacific Grove, CA: Brooks/Cole.

Zunker, V.G. & Osborn, D.S. (2002). *Using assessment results for career development*. (6th Edition). Pacific Grove, CA: Brooks/Cole.