

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
MICHAEL D. EISNER COLLEGE OF EDUCATION  
Department of Educational Psychology and Counseling

**EPC 657A • SEMINAR IN CAREER COUNSELING THEORY**

Instructor: Classroom – ED 1122

Time: Spring 2023

**INSTRUCTOR INFORMATION**

Email:  
Messages:  
Office Hours: By appointment

**BRIEF COURSE DESCRIPTION** (from CSUN 2022-23 Catalog)

Prerequisite: EPC 451. Comprehensive review and critique of current career development and decision theories. Exploration of changing concepts of work and careers, and their implications for career planning. Focus on the relationship of career to other issues of counseling and development. Meets career development requirement for Core M.S.

**GENERAL COURSE GOALS**

For students to develop an awareness and understanding of:

1. The historical and current concepts of work and leisure.
2. Career development and decision theory as it relates to the total personal and professional life of the individual.
3. Theoretical considerations of career development and decision theory for specific populations (e.g., women, physically challenged, ethnic minorities, aged).
4. Appropriate career counseling referral sources and procedures.
5. The integration of career counseling into various counseling settings.
6. The roles and responsibilities of professional career counselors and how they parallel that of other human service providers, and
7. How career theory describes and relates to one's own personal and professional career development process.
8. Become familiar with a range of college guidance information that is appropriate for school settings and pertinent to state admissions requirements. Measured by reflective paper assignment, and Exam 1.

9. Develop a working knowledge of K-12 school systems and how they influence college admissions trends and options in specific school settings. Measured by reflective paper and case study assignments.
10. Develop skills in using academic and post-secondary attainment statistical references (including websites) in order to develop appropriate strategies and interventions appropriate for school and community settings. Measured by reflective papers and case study assignment.
11. Develop strategies and interventions for utilizing technology in school settings. Measured by scope and sequence assignment.
12. Demonstrate the knowledge, skills, and awareness necessary to effectively provide career counseling and interventions in K-12 settings. Presentations and Exam 1.
13. Identify the skills and dispositions K-12 students need to acquire for career and college readiness. Measured by engagement in class activities, reflective papers, and case study assignments.
14. Develop and demonstrate an understanding of strategies, specific techniques and information sources enabling school counselors to assist students in selecting appropriate post-secondary options. Measured by college advising assignment.

## TEXT AND MATERIALS

### Required:

Niles, S. G., & Harris-Bowlsby, J. (2009). *Career Development interventions in the 21<sup>st</sup> century* (3<sup>rd</sup> ed.). Mahwah, NJ: Pearson.

Sharf, R. S. (2013). *Applying career development theory to counseling*. (4<sup>th</sup> or 5<sup>th</sup> ed). Pacific Grove, CA: Brooks/Cole.

Curry, J & Milsom, A. (2014). *Career counseling in P-12 schools*. New York, NY: Springer Publishing Company.

Clifton, D. O., Anderson, E., & Shreiner, L. A. (2006). *StrengthsQuest: Discover and develop your strengths in academic, career and beyond* (2<sup>nd</sup> ed.). New York: Gallup Press.

[Used books are fine unless you want to take the assessment again in the future, in which case, buy new. New books have a unique code that allows the owner to take the assessment.] [[www.gallup.org](http://www.gallup.org)]

*Career Theory/Applications Readings* - To be posted on Canvas by the instructor.

### Optional (but highly recommended!):

Luzzo, D. (2000). *Career counseling of college students: An empirical guide to strategies that work*. Washington, DC: American Psychological Association.

## CONCEPTUAL FRAMEWORK OF THE MICHAEL D. EISNER COLLEGE OF EDUCATION AT CSUN

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to *Excellence and Innovation*. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

Excellence in professional and academic preparation	Collaborative partnerships
Evidence of growth and renewal	Communities of diverse learners
Ethical and caring professionals	Creative and reflective thinking

## 2016 CACREP STANDARDS ADDRESSED AND MET BY THE EPC 657C COURSE Core Standard 4. CAREER DEVELOPMENT

Studies that provide an understanding of career development and related life factors, including all of the following:

- a. *theories and models of career development, counseling, and decision making*
  - Discussed in sessions: 1-7, 9, & 11-12 & Sharf (2006), Chs. 1-6, 10-12, 14-15 and Niles (2009) Chs. 2, 3
  - Measured by the lifeline assignments for Holland's, Super's, and Krumboltz' theories
- b. *approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors*
  - Discussed in sessions 1-4 and Sharf (2006), Ch. 1 and Niles (2009) Chs. 1,2,4 and throughout;
  - Measured by the presentation and summary of a specific population following class discussion addressing multiple populations
- c. *processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems*
  - Discussed in session 8 & 10 and Sharf (2006), Chs. 5 & 15; and Niles (2009) Chs.6, 7
  - Measured by the occupational research report and PCC field trip & activities
- d. *approaches for assessing the conditions of the work environment on clients' life experiences*
  - Discussed in sessions 3 – 7
  - Measured by Strong Interest Inventory interpretation and SLT narrative
- e. *strategies for assessing abilities, interests, values, personality and other factors that contribute to career development*
  - Discussed in Sessions: 2-4 & 6 & 8, and in Sharf, Ch. 5; and Niles (2009) Chs. 5-7.
  - Measured by Strong Interest Inventory interpretation, Strengths Quest interpretation and final exam

- f. *strategies for career development program planning, organization, implementation, administration, and evaluation*
  - Discussed in Session 10 and Sharf (2006), Ch. 10; and Niles (2009) Chs. 9, 15
  - Measured by activity in session 10 and the group presentation and summary of a specific population
- g. *strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy*
  - Discussed in sessions: 1-11 and in Sharf, throughout, and in Niles (2009) Chs. 4-8 & 10-14
  - Measured by the presentation and summary of a specific population
- h. *strategies for facilitating client skill development for career, educational, and life-work planning and management*
  - Discussed in session 7, visit to Career Center and presentation topic by Daniel Levitch
- i. *methods of identifying and using assessment tools and techniques relevant to career planning and decision making*
  - Discussed in Sessions: 3-5 & 7-9 and in Sharf, Ch. 5; and Niles (2009) Chs. 5-7.
  - Measured by Strong Interest Inventory interpretation, Strength interpretation, and final exam
- j. *ethical and culturally relevant strategies for addressing career development*
  - Sharf chapters include sections such as “applying the theory to women, culturally diverse populations, and counselor issue”
  - Measured by group presentation and summary of specific population

**CTC SCHOOL COUNSELING PERFORMANCE EXPECTATIONS COVERED IN THIS COURSE**

<b>SCPE 3.2: Student Academic Development</b>	
SCPE 3.2	Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).
<b>SCPE 4: Student College and Career Development</b>	
4.1	Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.
4.2	Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.
4.3	Knowledge of state and local graduation requirements, and provisions for marginalized populations.
4.4	Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State

	University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).
4.5	Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.
4.6	Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.
4.7	Ability to promote developmentally appropriate college affordability planning, and establishing a school wide career and college culture throughout PreK-12 schools.
4.8	Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.
4.9	Knowledge and understanding of local and national career and job market trends.
4.10	Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.
4.11	Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL).
4.12	Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.
4.13	Demonstrate ability to develop four and six-year academic and post-secondary planning
4.14	Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.

## COURSE REQUIREMENTS AND GRADING

Personal Work History. In table form, provide a listing of your part-time and full-time employment experiences as well as your volunteer experiences since age sixteen. Include (1) job title and major responsibilities (summarized); (2) how long you had the job; (3) at least one positive *and* one negative component for each experience; (4) the reason you left the experience (voluntary or involuntary), and (5) brief description of your reaction to the experience of this assignment.

(Graded Cr/NC)

*5% of your final grade.*

Holland Assignment. From your SII profile, describe the personality characteristics attributed to your theme code, and comment on their applicability to you. Trace the development of your code from your earliest memory to the present, including the personality attributes of significant others, important life experience, and developing interests, values & abilities.

*Worth 10% of final grade.*

Career Development Lifelines. Two expanded personal career lifelines are required during the semester, one reflecting the self-concept stages & vocational development tasks of Super and the other reflecting the learning experiences and private rules of Social Learning Theory

*Each lifeline worth 10% of final grade.*

Occupational Research. You will be assigned an occupation to research and report upon, e.g., NCAA/NAIA rules/regulations for athletes, the role of the school counselor in college/career tiered systems of support, etc. (SCPEs 4.1, 4.12)

*Worth 10% of final grade.*

Group Presentation: You will select a population of interest and discuss relevant issues, such as college entrance and curriculum performance exams and applications to career development with a small group. (SCPE 4.5)

*Worth 10% of final grade.*

**College Advising-ILP w/2-page max write up (20% of final grade).** Students will complete an Individual Learning Plan (ILP) with a student and submit a 2 page write up. Select 1 student currently between the 7th and 12th grade to support regarding college preparation and A-G requirements. In the case that you select a student outside of your field work site please make sure to get adequate parental permission. You will need to meet with the student a minimum of 2 times throughout the spring semester. The initial session should focus on transcript review/analysis, college, their ideas of it, aspirations, goals, or obstacles in pursuing higher education. Based on this initial session students will plan a course of action including goals for the student to attain from each or the overall sessions. Students will summarize and reflect on their sessions in the following papers. (SCPEs 3.2, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.10, 4.13, 4.11, 4.14) (CACREP Core Std. 1d, 4c, 4e, 4f, 4j; Specialty Std. 3e, 3j, 3k, 3n)

**Initial Session:** 1-page max double spaced. Tell us about the student, demographic information will be helpful. Discuss observations about the student's stance on college, their goals and aspirations, perception of life after high school. Synthesize your plan of action with this student; include goals for the semester and how they will be measured.

**Conclusions and recommendations:** in a maximum of 1 page use this time to reflect and analyze your sessions with the student. Discuss conclusions and recommendations for this student. Your analysis should include relevant content from readings or course discussions.

*Worth 10% of final grade.*

Final exam: There will be a take-home, open-book final examination covering the entire term including lectures, textbook, and supplementary readings. Per university regulations,

the final exams will not be returned, though you may review them during Fall 2019 or Spring 2020.

*Worth 20% of final grade.*

Participation & Attendance: Meaningful involvement in class discussions is expected. Keeping up with the reading in this fast-paced course is critical for meaningful learning — particularly in the summer session. Weekly reading quizzes on CANVAS to be taken by date reading is due.  
Self-reflection paper

*15% of your final grade.*

## **ACADEMIC INTEGRITY**

Student behavior in this class and regarding all assignments is, at a minimum, guided by the rules and regulations as described in the CSUN Catalog and Schedule of Classes. It is expected that those who are planning to enter or are already in the field of counseling to particularly have a duty to model ethical conduct both in the classroom and in their work. Behavior that is outside what is appropriate will not be acceptable in this class.

## **ACCOMMODATIONS REQUESTS**

Students who possess written requests from the Disabilities Resources and Educational Services (DRES) office will be accommodated. If you have a documented disability, whether learning, physical, or emotional, you are strongly encouraged to self-advocate and use these resources. Do know that disclosing will not impact your instructor's perception of you. However, no accommodations can be made *after* an assignment or exam is submitted. Please follow DRES's policies about requesting accommodations.

The DRES office is located in Bayramian Hall 110 and may be reached at 818/677-2684 for an appointment.

## **ELECTRONIC DEVICES**

Please turn off or put away all electronic devices during class. If you must take a call during class, please go outside and return promptly. While it may seem like you can multi-task, all the literature indicates that students who try to do so are not absorbing or integrating the information when distracted. If you wish to take notes using a laptop computer, that is fine. However, it is expected that you maintain your focus on class. If you cannot resist the temptation to shop online or check your social media, do not use your computer to take notes.

## **GRADING SYSTEM**

- Each assignment will be graded accordingly using a plus/minus grading system, according to CSUN university policy, and your final grade will also be weighted in this manner.
- Proper use of this course's technical terms in your written assignments and oral presentations, and professional level writing (with respect to grammar, syntax, spelling, and proper English) is expected and will be factored into your grade.
- APA format is to be used for all reference lists and assessment instrument citations. The *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* is on

reserve in the library if you do not yet own a copy. As well, the EPC designated librarian, Eric Garcia, has developed an online resource for APA style

- Unless otherwise noted, all assignments are to utilize theoretical frameworks from your text or other professional readings rather than personal opinion.
- All assignments should be in typed, double-spaced, using non-sexist language (as is relevant). The exception is that you may write out the graphics section of your Lifelines. In addition, stapling your papers together is sufficient and preferred; please do not use folders.
- The class will use lecture, seminar, and collaborative activities. It is expected that you complete the assigned readings for each class. A lack of involvement in class discussions will result in the administration of ‘pop’ quizzes that will count toward your participation grade.
- It is expected that all work will be submitted on time. Late work will be penalized unless accommodations in advance of the due date.

## METHODS OF INSTRUCTION

This course uses the following methods of instruction (in decreasing order of frequency utilized): lecture and discussion of readings and other pre-assigned topics, participation in simulated counseling/assessment, paired activities, student presentation using a specific rubric.

## NOTES

- Grading will be based upon the application of theories and not personal information you disclose. **All personal information disclosed will be kept confidential** within the limits of the law.
- Due to the need for you to keep current with the assignments and for me to give you maximum consideration in grading, late assignments will not be accepted except in emergency situations.
- Regular class attendance is expected. Please leave a text message if you are unable to attend class. In any case, you are responsible for mastering all information--whether or not you were present. Please request notes from your classmate(s) if you cannot attend class.
- Requests for “Incompletes” in the course must be submitted in writing (the form for which is available in the EPC department office or downloadable from the CSUN webpage) *on or before* **the the end of the semester**. Incompletes are not routinely given and the expectation is that you will complete the coursework for this class by the final class.



### Class Participation and Attendance Rubric

Session	Contribution	Points
<b>1</b>		/.5
<b>2</b>		/.5
<b>3</b>		/.5
<b>4</b>		/.5
<b>5</b>		/.5
<b>6</b>		-----
<b>7</b>		/.5
<b>8</b>		/.5
<b>9</b>		/.5
<b>10</b>		/.5
<b>11</b>		/.5
<b>12</b>		/.5
<b>13</b>		/.5
	Self-reflection on participation	/9.0
	<b>TOTAL</b>	<b>/15</b>

Write a 2-3 page double-spaced, APA format self-reflection paper on your participation in the course. Use the Likert-type scale below to assign yourself points for your contribution.

#### Self-Assessment Scale for Class Participation and Contribution

Did Not Attend Class	Attended class, did not participate	Participated (or completed make-up assignment by deadline provided if pre- approved absence)
0	.25	.5

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**EPC 657A INDEX for CTC Standards**

Pages on which CTC Standards are Introduced in **yellow**

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4.7	6
4.8	6
4.9	6
4.10	6
4.11	6
4.12	6
4.13	6
4.14	6