CPSY 617: Theories of Career Development
Spring 2014

Instructor: Ellen Hawley McWhirter, Ph.D.
Contact Information: 261 Hedco/ 346-2443/ ellenmcw@uoregon.edu
Office Hours: By appointment
Class time & Location: 142 HEDCO, Mondays 1:00-3:50 pm

Required Text:

Additional Readings: See list of additional readings attached to syllabus. Please use PsychNet and the Library to obtain these articles. Handouts will be posted in Blackboard.

Student Learning Objectives: Upon completion of this course, students will be able to:

1. Describe and critique the major theories of career development;
2. Describe historical and contemporary influences on the profession of career guidance and counseling;
3. Describe psychological, social, and environmental influences on career development across the lifespan;
4. Describe how factors associated with ethnicity, sexual orientation, gender, socioeconomic status, disability status, age, and educational level interact with career development and decision making;
5. Identify important sources of information about the world of work and the means by which individuals can access and utilize that information;
6. Describe career / vocational development from a lifespan perspective;
7. Identify career and vocational tasks associated with individual life stages;
7. Describe a variety of career counseling interventions.

Expectations:

1. Students will come to every class, on time, and prepared (assignments/readings must be completed prior to class time on the due dates).
2. Students will actively participate and pay attention for the duration of class. NO web-surfing, emailing, texting, or reading other materials. Cell phones must be turned off or set to silent and must be ignored.
3. Students will listen respectfully to instructor, guest presenters, and fellow students.
4. Students will inform me in advance if a class must be missed, but will not ask me for permission or ask me to provide the material missed.
5. Students will think critically and apply acquired knowledge to a variety of situations. We may discuss difficult issues associated with race, social class, gender, sexual orientation, and values. Students are expected to engage in these and all class discussions in a manner that conveys mutual respect.
6. Students will use APA format for the final paper.

Evaluation Criteria:

The course is graded A - F. In accordance with Graduate School policy, a grade of I (incomplete) is assigned only for work which has been of passing quality through the academic term but which, for good reason (this does not include poor planning or time management), cannot be completed within the time frame of the term. Students for whom special circumstances may warrant an “I” at the end of the term must discuss this matter
with the instructor before the last week of class. It is your responsibility to plan for computer problems, emergencies, illness, etc. and to turn in your work on time. Grades for late assignments will be lowered. Poorly written assignments/papers/tests will receive lower grades regardless of the content (check spelling, grammar, punctuation!), as will assignments that are not written in APA format. Plagiarized materials will result in 0 points on the assignment as well as possible failure of the course. Missing more than 2 classes will automatically result in the lowering of your final grade. Attendance and active participation are class requirements. In addition to class attendance and active class participation, course grades will be based on a series of assignments detailed in this syllabus. All assignments must be typed.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Center visit</td>
<td>5</td>
</tr>
<tr>
<td>Final Paper</td>
<td>44 (approximate)</td>
</tr>
<tr>
<td>Outline of final paper</td>
<td>5</td>
</tr>
<tr>
<td>Day on the Job Report</td>
<td>28</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>18</td>
</tr>
<tr>
<td>Assessments</td>
<td>20 (completed on time, brought to class)</td>
</tr>
<tr>
<td>In class activities</td>
<td>15 (approximate)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>35 (approximate)</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>170 (approximate)</td>
</tr>
</tbody>
</table>

Assignments:

Below is a list of assignments that link to the CFT Program Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

1. **Career Assessment Instruments: Strong Interest Inventory (SII) & Myers Briggs Type Indicator (MBTI) (SLO5)**

   Complete the SII following instructions provided in the handout “Instruction Strong Interest Inventory” in the Blackboard folder under “Handouts”. If you do not follow the instructions exactly, your results will not be provided and you will not receive credit for this assignment. Complete the MBTI in accord with directions provided in class. Results and group interpretations will be provided in class. If you have taken the SII and/or the MBTI in the past 4 years and still have a complete copy of the results (not just the numbers) you may use those results, but must bring them to class on the date indicated in your syllabus. Let me know in advance if you plan to bring your own results. (20 points)

2. **Visit the Career Center**

   Spend 30 minutes exploring the library and resources of the Career Center (2nd floor, Hendricks Hall). Prepare a 1 paragraph description of materials and resources available. Indicate the date and time of your visit. Write “I attest that I visited the Career Center for this assignment” and sign your name. No more than 3 people from class should be there at the same time. Do not take up staff time. This assignment does not require APA format. (5 points)

3. **Quizzes**

   There will be 3 quizzes completed outside of class time. Approximate timing is indicated on the syllabus but more specific details will be provided in class. Quizzes will focus on reading material but may also draw from lecture and discussion. Format will consist of multiple choice, matching, and (possibly) short answer items.
4. Report: A Day on the Job (SLO4)

This assignment consists of two parts: A written report, and an oral presentation. You will be assigned to a given occupation/job. Your task is to write a 3 page report describing one day on this job as if this is your own job. Write in the first person. Your description should be detailed and must include: (1) your job tasks, responsibilities, salary, educational requirements, outlook for jobs in this occupation, etc. (2) what you see, smell, hear, and feel on the job (3) what you experience as a male or a female, as a member of an ethnic group, as a person your age, as an able-bodied person or a person with a disability, on this job [note- you do not have to write from your actual perspective- if you want to experiment with writing from another perspective, go for it!] (4) what you observe of employee relationships and communication, and the power dynamics operating in this workplace.

Three sources of information are required (all others optional). First, you must find and interview a person holding this job. If possible, spend a day or several hours on the job with that person, or visit the job site. Include in your paper the name and location of the person you interviewed. Be thorough. Your attention to detail and knowledge of this job must convince me that you indeed work at your assigned job. Second and third, you must use the OOH and the O*Net to gather information, and attach to your paper copies of the summary page corresponding to your job from each source (http://www.bls.gov/ooh/home.htm and http://www.onetonline.org/).

Oral presentation: You will do a 4 minute in-class presentation of the most interesting of your findings. Introduce yourself as a worker in that job. Rehearse and time your presentation; you will be cut off at the 5 minute mark, no exceptions, and will lose points if you have to be cut off. No powerpoints.

Day on the Job Report Grading Criteria:

**Written report:** 23 pts. Three pages minimum. This assignment does not require APA format.
- Job tasks, responsibilities, salary, education requirements, outlook for future openings in this work, etc. (10 pts.)
- What you see, smell, hear, and feel on the job (5 pts)
- What you experience as a male or a female, as a member of an ethnic group, as a person your age, as an able-bodied person or a person with a disability, on this job (5 pts)
- What you observe of employee relationships and communication, and the power dynamics operating in this workplace (3 pts).

**Points deducted if the following elements not present:**
- Not written in the first person (-3 pts.)
- Copy of O*NET and OOH occupation summary pages not included (-5 pts.)
- Three sources of information required: (1) interview a person (2) O*Net (3) OOH
- Name and location of the person you interviewed not provided (-5 pts.)

**Oral presentation:** (5 pts.)
Introduce yourself as a worker in that job. Present interesting, useful, illustrative information about your job in 4 minutes. No powerpoints.

5. Final paper advance information
Provide the following advance information about your final paper. Describe the population for whom you are targeting your intervention, and a list of 3 or more vocational concerns for this population that you will address in your intervention. Include at least one journal article citation indicating a source of information for these vocational concerns. This assignment does not require APA format.

6. Final Paper: Select A or B (CFT SLO 4, 5)
A. Vocational Program (NO late papers) (8-15 pages, not including references) (APA format is required for this paper)

(1) Identify a population that you are interested in serving (e.g., teen moms, Southeast Asian refugee families, adults with developmental disabilities, gay and lesbian teens, detained juvenile males, Latina/o elementary students). (2) Provide descriptive information about the vocational and educational concerns, status, problems, and issues most relevant to this group, citing appropriate references. (3) Select a theory of career development as a foundation, and (4) design and describe a theory-based prevention/intervention program that attends to one or more of the vocational/educational concerns, problems, or issues of this group that you presented in item #2. (5) State the goals of the program, and (6) describe the methods (interventions, activities, structures) that you will use to meet the goals of the program. How is your program sensitive and responsive to the unique concerns of the population you are serving? In other words, don’t just describe a generic program and throw in some adjectives about “cultural sensitivity” – describe HOW the program is culturally sensitive, targeted for that age group, that gender, that culture, and so on. Finally, (7) discuss the expected outcomes of your program- how will participants be different after they participate in your program?

Organize your paper as follows. This is the criteria on which your paper will be graded:

* A population is clearly identified (2)
* Vocational & educational concerns for this population are accurately described and appropriately referenced (5)
* A theory is clearly identified (name, major components described accurately, appropriate authors are cited) (3)
* The goals of the program are clear, fit the theory, and make sense for the population you identified (e.g. you are not conducting retirement planning groups for drug abusing middle school students) (5)
* The program methods are consistent with the theory you choose (e.g. if you choose Krumboltz’ social learning theory, you program does not include primal scream therapy) and also these methods make sense, are justified in light of the literature (5)
* The program methods specifically attend to the unique characteristics of the population you are serving (4)
* The program that you design attends to the vocational and educational concerns that you identified for the population you are targeting (4)
* The paper clearly identifies the expected outcomes of the program (how participants will be different from when they began the program) and outcomes fit with the program methods (5) (e.g. participants will be able to …. will have accomplished …. will demonstrate the following competencies…..)
* The paper includes references to course and outside readings as appropriate (2)
* The paper is organized & includes an introduction, multiple descriptive headings, & a summary/conclusion (3)
* The paper demonstrates attention to grammar, sentence and paragraph structure, and noun/verb agreement (5)
* The paper ranges from 8 (minimum) to 15 (maximum) pages excluding references (loss of 4 points if outside limits).
* APA format is utilized in this paper (loss of up to 4 points if not in APA format)
B. Alternate final assignment: Career Self Exploration. Turn in entire packet on due date (or earlier). Staple all materials together. Include cover sheet and have packet materials clearly labeled and in order.

1. **Goal.** Describe your current occupational goal in writing. Be specific. “Getting a job” is not specific enough. “Getting a job that allows me to utilize my masters level training” is more specific, but… take it farther! “A job as a couple & family therapist in a community agency in the Portland metro area” or “Admission to a Ph.D. program in Family & Human Development”. Describe your goal in narrative style rather than listing it as a bullet point. This might range from 1-3 sentences.______ /3

2. **Self-assessment.** Write a one full page (minimum, single space, 11 or 12 pt. font) description of your Holland Code and your MBTI type, how your assessment results fit and do not fit your experience of yourself, and possible benefits and challenges of your code and type in your chosen career path. ([Note- on your syllabus this is a 5 pt. extra credit assignment; you can only earn the 5 pts. once](#)). In addition, write one full page (minimum, single space, 11 or 12 pt. font) about your values (using a values assessment instrument or strategy of your choice, such as the work importance locator on CIS, list from p. 104 of your textbook for a list of values, or find, print, and attach another list of work values that you will refer to) and your skills (using the CIS SKILLS, “Select Skills” program). ______ /10

3. **Budget.** Complete the “Reality Check” exercise in CIS focused on identifying the income you will need during the next 5 years. If you plan to leave the state of Oregon, select an Oregon city that you think is most similar to the city/region you plan to move to. Print the page of your monthly costs and attach. What occupations were identified that fit your budget needs? Are there monthly or annual expenses not accounted for in the “reality check”? (EG, expected travel to family/friend events). If so, add these to your monthly costs. Write a descriptive paragraph about what you learned. ______ /5

4. **Prepare an updated CV.** A CV is an expanded resume that provides more information and details about your professional work life and experiences. You may wish to consult this resource: [https://career.uoregon.edu/sites/default/files/files/resume-cover-letter-guide-revised-6-09.pdf](https://career.uoregon.edu/sites/default/files/files/resume-cover-letter-guide-revised-6-09.pdf)

   For prior work and other experiences that are NOT related to your current graduate program or occupational goal, include a section called “Other Work Experience” or something similar that helps the reader understand your work life over time. Tailor the presentation of the CV to one of the jobs you identify in item #5 below. At the end of your CV, list the questions that you would ask a career counselor about your CV, for example, “Should section X precede section Y if I am applying for a position such as Z?” or “Should I increase the descriptive information about my prior work experiences?” ______ /5

5. a. **Find 3 advertised positions** that are jobs for which you would actually like to apply and for which you are (or will soon be) qualified by virtue of your graduate education. These positions can be anywhere in the country, but if you can find advertised positions in a community that you actually wish to live in, do so. Print each position description/advertisement for inclusion in this packet. Label them A, B, and C or give them another brief label so I can easily follow the next set of tasks. If your goal listed in item #1 is admission to a Ph.D. program, then the jobs you identify for this part of the assignment should be jobs that you will be able to do with that Ph.D. Print descriptive information about the positions from O*Net or the OOH and include in this packet.
(the 3 jobs may have the same title or you may have up to three different positions/occupations- it depends on the three jobs that you select)

5. b. Compare and contrast the three positions with respect to the following characteristics:
- **Interest satisfaction**: Fits with your interests as indicated by your Holland Code and the Holland code of the position (determine the Holland code of the position using O*Net online). What aspects of each position do you anticipate would be most satisfying? Least satisfying?
- **Values satisfaction**: Fits with your values (review p. 104 of textbook for a list of values or find, print, and attach another list of work values that you will refer to). What are your highest priority values and, as best you can judge, how do each of the 3 positions compare with respect to potential to satisfy your values?
- **Salary & benefits** (in the context of your budgetary needs and using O*Net or OOH or other sources to find salary and benefits if not provided in the ad)
- **Two additional criteria** that are important to you, meaningful, and that matter to you in making work related decisions (e.g., geographic location). Explain your additional two criteria. ______ /15

6. **Summary Statement & next steps**- Draw some conclusions from this assignment and tell me about them. What are your next steps? For example, if you located 3 jobs in Eugene but will actually be moving out of state, describe what steps you will take to find employment in your new location. ______ / 3

This packet demonstrates attention to organization, clarity, neatness, grammar, sentence and paragraph structure, and noun/verb agreement (loss of up to 5 points if these qualities not present).

**Total** ______ / 42 pts

7. **Extra credit options** (5 pts. possible for each; note due dates)

   (a) Following the model depicted in your textbook, construct a family genogram of your family’s work-related history. Include your grandparents’ and parents’ generations as well as your own. Try to get the work information for each family member, living or deceased. The genogram can be hand drawn. Write a list of themes you see in the genogram (e.g., “All women, with exception of my mother, are homemakers” “Most work on father’s side involves being outdoors- farming, livestock, forestry”). *Due by April 28th. No extensions, this is extra credit.*

   (b) Write a one full page (single space, 11 or 12 pt. font) description of how you can apply the content of this class to your future work. Refer to specific readings as needed. If the readings are from this class you do NOT need to provide a reference list. *Due by Wednesday noon of finals week. No extensions, this is extra credit.*

   (c) Write a one full page (single space, 11 or 12 pt. font) description of your Holland Code and your MBTI type, how your assessment results fit and do not fit your experience of yourself, and possible benefits and challenges of your code and type in your chosen career path. *Due by Wednesday noon of finals week. No extensions, this is extra credit.*

**Additional Required Readings**


Handouts located in Blackboard include:
Instructions for completion of SII and MBTI
Career Aware II from Oregon Department of Education website
Career Ready
SCANS skills
Irrational beliefs and expectations

**ADDITIONAL POLICIES**
DIVERSITY:
It is the policy of the UO to support and value diversity. To do so requires that we:
· respect the dignity and essential worth of all individuals.
· promote a culture of respect throughout the University community.
· respect the privacy, property, and freedom of others.
· reject bigotry, discrimination, violence, or intimidation of any kind.
· practice personal and academic integrity and expect it from others.
· promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY:
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with me within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information please see http://aec.uoregon.edu/

ACADEMIC MISCONDUCT POLICY:
All COE students are subject to the regulations stipulated in the UO Student Conduct code, as noted below: “This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.” (UO, Schedule of Classes, Winter 2002, p.113) Certain student behavior will result in the lowering of the course grade by at least one grade level, may result in an “F” grade for the course, and may result in the student's suspension or expulsion from the university. These behaviors include, but are not limited to: (a.) Dishonesty, including cheating, plagiarism, or knowingly furnishing false information/signatures on extra credit work. (b.) Intentional disruption, obstruction, or interference with the process of instruction. Review the student Conduct Code: http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx. Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. Within the College of Education, contact the COE Ombudsperson at /ombuds Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

INCOMPETENT WEATHER POLICY:
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. Also, a notice regarding the university’s schedule will be posted on the UO main homepage (“News” section). College of Education students should contact their program for further information.

“Work is about a search…for daily meaning as well as daily bread.” Studs Terkel
# Course Schedule (Tentative)

<table>
<thead>
<tr>
<th>Week of....</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 31          | Introduction and course overview.  
              Critical perspectives.  
              Psychology of Working | Miller & McWhirter;  
IAEVG Communique  
Sharf Chapter 1  
*Take home MBTI, complete by Friday April 5th*  
*Turn in with question sheet by Friday by 4 pm.* |
| **April**   |       |            |
| 7           | Trait and factor theories, Occupational Information,  
Work Adjustment | Sharf 2, 4  
O’Neil, McWhirter & Cerezo  
**Complete Strong Interest Inventory on line**  
Sharf 5, 6; Fouad & Mohler |
| 14          | STRONG interpretation (1.5 hrs) Holland,  
Kristi Lodge, UO Career Center  
MBTI Interpretation | Quiz Sharf 7, 8  
Career related learning standards  
McWhirter, Luginbuhl & Brown  
Visit MyChildsFuture.org  
Sharf 9; Maurer  
Repetto  
Deal, Altman & Rogelberg  
Hershatter & Epstein  
**Extra Credit option A : Genogram** |
| 21          | Career development in childhood & adolescence  
Review Career Aware II | Quiz Sharf 13;  
Krumboltz et al.; Datti, 2009;  
Brott, 2005  
**Day on the Job**  
Sharf 14; Richardson, 2011; Schultheiss  
Lindstrom et al.  
Chronister & McWhirter  
**Final Paper Advance Information due** |
| 28          | Laura McCoid: Oregon Career Information Systems  
Late adolescence  
Emerging adulthood | Quiz this week  
Memorial Day- No Classes  
Memorial Day- No Classes |
| **May**     |       |            |
| 5           | Social Learning Theory  
Planned Happenstance theory  
Reports 3:00-3:50 | Quiz Sharf 15;  
Hartung; Clair, Beatty & McClean;  
Kreishok, 2010; Lent, 2013  
**Career Center visit summary due**  
**Quiz this week** |
| 12          | Constructivist, Relational Approaches  
Social Cognitive Career Theory | Quiz this week  
**Final Paper Advance Information due** |
| 19          | Decision-making, values  
Career Transitions | Final credit B & C options due Wednesday of finals week at noon. |
| **June**    |       |            |
| 2           | Interventions. Summary, Integration & Closure | Final credit B & C options due Wednesday of finals week at noon. |
| 9           | *Finals week: Final Paper due Monday 4 pm* | Final credit B & C options due Wednesday of finals week at noon. |
University of Oregon CFT Educational Outcomes

**Student Learning Outcomes:** As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

- **SLO1.** Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

- **SLO2.** Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

- **SLO3.** Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

- **SLO4.** Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

- **SLO5.** Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

**Faculty Outcomes:** Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

- **FO1.** CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

- **FO2.** CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

- **FO3.** CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

**Program Outcomes:** The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

- **PO1.** Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

- **PO2.** Students will demonstrate critical analysis of culturally-competent, systemic practice.

- **PO3.** Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.