

Seminar in Career Development - PY 843

Course Outline - Spring 2000

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Office Hours: Tuesdays 2:00-4:00;

Wednesdays 3:00-5:00 p.m.

Thursdays 2:00-4:00 p.m. and by appointment

COURSE DESCRIPTION

This course is an advanced seminar on career development theory and research. Special attention will be devoted to issues specific to persons of color, women, gays, lesbians, disabled individuals, working class adults, and non-college bound youth. The overall course objective is to review and critique the existing literature as it relates to the assumptions underlying various theoretical approaches to career behavior and development, the empirical support for theoretical constructs, and empirical efforts related to career interventions. Psychological, sociological, and sociopolitical perspectives are used in accomplishing course goals.

In addition to the aforementioned material, this course will provide students with an introduction to the psychology of work, broadly conceived to expand the traditional scope of inquiry in vocational psychology. In this discussion, we will review the interactions between work and social class, race, and gender. Furthermore, we will examine the space between work and interpersonal relationships.

COURSE GOALS:

The goals of this course are as follows:

- Ensure that students know the fundamentals of traditional career choice and development theories, with knowledge of the strengths and limitations of these important perspectives.
- Help students develop a life-long curiosity about the pervasive role of work in human development.
- Provide students with the intellectual tools to contribute to the literature in the areas of vocational psychology and the broader psychology of work.
- Sensitize students to work-related issues in counseling and psychotherapy so that they can intervene effectively across the diverse domains of human experience.
- Reinforce within students the central role of work in counseling psychology and in contemporary human experiences.
- Enhance students' commitment to engaging in social change and social justice activities related to the inherent inequalities that exist within the world of education and work.

REQUIRED TEXTS

Walsh, W. B., Osipow, S. H. (Eds.). Handbook of vocational psychology (2nd ed.). Hillsdale, NJ: Erlbaum Associates. (required)

Wilson, W. J. (1996). When work disappears: The world of the new urban poor. NY: Random House. (required)

Students will also be required to purchase a Strong Interest Inventory from the instructor. This test will be available in the second week of class. Students should be prepared to reimburse the instructor the cost of the test, which is \$7.00. (Unfortunately, I am not able to cover the cost of this test.) Further details about this requirement will be presented in the first class.

RECOMMENDED TEXTS (Please note that these two texts are particularly appropriate for those students who have not taken a comprehensive Master's level course in career development and/or for those students who feel that they would like a bit more background. Readings will be identified from these two books that can provide students with critical foundation material.)

Brown, D., Brooks, L. & Associates (1996). Career choice and development (3rd edition). San Francisco, CA: Jossey-Bass. (This text is an outstanding volume of chapters written by the major theorists in our field.)

Peterson, N., & Gonzalez, R. C. (2000). The role of work in people's lives: Applied career counseling and vocational psychology. Belmont, CA: Brooks/Cole. (This text is an exciting new book that is exploring the newer and more socially progressive notions about work that are being advanced in this course.)

COURSE REQUIREMENTS:

Please note. Students are encouraged to be present for each class and to participate in discussions.

1. Vocational and psychological report/autobiography: Each student will be required to prepare a work-based autobiography that integrates theory and test data. The total paper should be no more than 12 pages of text (double-spaced), not including citations and the relevant copies of your test data. (You should include copies of any relevant test material.) The paper should include the following:

- Because you will complete the Strong Interest Inventory as part of the course materials, I ask that your report include a careful and empirically-derived interpretation of your test report. You may also use additional test data if you have access to relevant measures (e.g., Myers-Briggs; 16-PF; Jackson Personality Research Form, etc.). You may also consider using indices of achievement and ability, such as your grades, standardized test scores, and the like. Please see me to discuss any additional test data that you would like to use in your paper.
- The paper should also include a clear integration of one or more relevant career development theories with your life history. You may consider the following theories in your report:
 - Person-Environment Fit theory
 - Life span, life space theory

- Social cognitive theory
- Social constructionist theories
- Any other emerging career-based theory

Ideally, your paper should include a number of identifiable sections as summarized next:

- A brief overview of your relevant work-based and educational history. Please note that you do not need to disclose any aspect of your life history that you are not comfortable in sharing with me. This paper is not designed to assess your fit with our field. Rather, this is an opportunity for you to consider your own career development from a theoretically-based and empirically-derived framework. In effect, I want to give you experience in integrating test data with biographical and theoretical material, which is a typical task for a counseling psychologist.
- An overview of the relevant theory (or theories) that you are using to derive meaning about your career development. In this section, I ask that you review the constructs that you will use in applying the theory to your life history, with appropriate citations provided throughout.
- A review of the test data that you will be integrating with your analysis. In this section, I ask that you identify the most salient data in the test results and compare and contrast these findings with other sources of developmental and behavioral data. This is a critical aspect of the report that will allow you to become comfortable in using vocational test data in a conceptually critical fashion.
- A final integrative section that seeks to weave the biographical, theoretical, and psychometric data together. This is the grand finale of this report wherein you attempt to highlight the ways in which theory, life history, and measured interests illuminate each other and/or contradict each other.

Please note that this paper is due on March 14th. The paper will contribute approximately 40% to your course grade.

2. A research/term paper. I ask that you select a topic or issue related to the emerging psychology of work to explore in some depth. This paper can be based on any of the issues that are covered in the second half of the course or on another topic of interest to you. (Please note that I need to approve each of your paper ideas; as such, I would like you to submit an outline of your paper to me no later than **March 28th**.) As a suggestion, I would recommend that you consider selecting a topic that we are reviewing in our class and describe how counseling psychologists can engage in social change research and/or practice in this area. This is not a mandate, simply an idea to help you feel some sense of structure with this project. You can also select a topic of interest that is not included in the course outline. The major thematic elements that should be evident in your paper are as follows:

- It is important that your paper provide a critical literature review within a given area of relevance to our course. This literature review should encompass traditional counseling/vocational psychology as well as related areas of inquiry (e.g., occupational sociology; labor economics; public policy; education; etc.)
- I also ask that you include an explicit focus on social change and social action that can be manifested in the final section of the paper. More precisely, I would like you to consider implications for practice in a broad and socially inclusive manner.

- This paper should be approximately 12-15 pages of text, not including citations. I would also ask that you be prepared to present a brief 10-minute overview of your project to our class on the final two days of class (April 25 or May 2).

Please note that this paper is due on May 2 and that the paper will contribute approximately 40% to your course grade.

Format instructions for both papers:

- You must use APA format throughout the papers, including the writing style, syntax, preparation of the paper, and references.
- Your paper should be double-spaced.
- I anticipate that you will use the readings from this course as well as additional readings from the relevant literature, particularly for the term paper.

Note. I will use my professor's folder to post my notes for each class. Please be aware that these notes are guidelines for discussion and that I view this course as a seminar and not a lecture course. *If I sense that students are not keeping up with the readings and participating in class discussions, I will reserve the option of adding a final exam, which will consist of essay questions and will be taken during finals week.* Naturally, we will discuss this issue as the course unfolds

- Mar. 21 Work, Power, and Social Class
Readings: Wilson, 1996 (first half of the book)
Reserve Readings: Blustein, Juntunen, & Worthington, 2000; Fouad & Brown, 2000
- Mar. 28 Work, Power, and Racism
Readings: Walsh & Osipow, pp.143-180; 331-366; Wilson, 1996 (second half of the book)
Reserve Readings: Carter & Cook, 1992*; Helms & Cook, 1999*
- Apr. 4 Work, Power, and Gender
Readings: Walsh & Osipow, 67-110
Reserve Readings: Brooks & Forrest, 1994; Fitzgerald & Weitzman, 1992*
- Apr. 11 Work, Sexual Orientation, and Physical Disability Status
Reserve Readings: Dunkle, 1999; Fassinger, 1996; Szymanski & Parker, 1996 (both chapters)
- Apr. 18 Interface of Work and Relationships: Theoretical Issues
Reserve Readings: Walsh & Osipow, pp. 295-329; Blustein, in press*; Blustein, Prezioso, & Schultheiss, 1995; Patton & McMahon, pp. 154-178
- Apr. 25 Social Change and the Psychology of Work (part 1)
Student presentations
- May 2 Social Change and the Psychology of Work (part 2)
Student presentations

* Refers to optional reading

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