

# Lifestyle & Career Development

## COU 662

### 3 Credits

Instructor: Gina Larson, MA, ABD, Transition Specialist

Phone: 416-8714

E-mail: [gina.larson@doane.edu](mailto:gina.larson@doane.edu)

**Course Description:** A course informing students about vocational and career counseling and experiences of multiple interrelationships of career, family, disabilities, and other roles which affect work. In addition, the impact of multicultural, gender, and lifestyle issues on career decision-making are considered. Exploration of career options within the area of counseling will also be addressed to assist students in discovering opportunities within the field.

**Required Text:**

Essential Elements of Career Counseling: Processes & Techniques (2<sup>nd</sup> ed.) Pearson Publishing.

**Course Format:** The content and structure of this course relates to and builds on the following areas:

1. **Curriculum:** Historical and current theories, approaches, and issues related to career counseling are investigated, critically evaluated and discussed.
2. **Helping Skills:** The ability for students to enhance helping skills in the area of career counseling as well as the opportunity to create a safe/learning environment for observation and critiquing of helping skills.
3. **Technology:**
  - a) Instructor will utilize technology within the classroom.
  - b) Students will become aware of the technological revolution in the area of career discovery, self-assessment, career counseling, resources, and research.
4. **Leadership/Mentorship:** Students will be given the opportunity to participate in an activity to assist fellow classmates in learning.
5. **Simulation:** Students will be given the opportunity to form triad's for counseling sessions with a "mock client" and utilize career assessment tools, career counseling theory, and development of an action plan to address "mock" client's needs.
6. **Research:** Students will be given the opportunity to research and read topics of interest within career counseling as well as future trends within career counseling.

7. **Interview:** Students will be given the opportunity to interview individuals concerning their career choices, career goals, and factors that influenced choices made.
8. **Portfolio Development:** Students will be given the opportunity to begin development of a career portfolio to assist in guiding them in decision-making for career planning, as well as the ability to show experiences and how they tie to classroom learning within the field of counseling.

### **Course Objectives:**

1. Demonstrate knowledge of historical and current theories as well as various approaches and strategies related to career counseling.
2. Gain insight to career options within the field of counseling.
3. Develop understanding to life balance within career opportunities.
4. Develop understanding for gender, cultural, lifestyle, and disability issues as they relate to career counseling.
5. Develop a career portfolio to assist in career choices/competencies.
6. Expand research skills.

### **Course Requirements:**

1. Attendance: Attendance is required and will be taken for each class session.
2. Readings, Class Discussion, and Class Activities: Students will complete required readings prior to class discussion. Students will participate in question and answer sessions with their peers and instructor.
3. Special Population Report: Each member of the learning community will select a special population to research and write a report in the area of special concerns, considerations, and unique needs in the area of career/lifestyle development. Examples include, but are not limited to: Women, displaced homemakers, addictions, homeless, minorities, specialized fields, special needs, and other populations that are instructor approved. Details and requirements provided first night of class.
4. Simulation Activity: Students will be given the opportunity to form triad's for counseling sessions with a "mock client" and utilize career assessment tools, career counseling theory, and development of an action plan to address "mock" client's needs.
5. Interviews: Students will be given the opportunity to interview 2 individuals on their career choices, and write a paper summarizing the information. Format requirements will be given the first class session.

6. Portfolio Development: Each student will begin development of a portfolio to help track career choices, and learning experiences to show development in academic, professional, and personal growth.
7. Theorist Presentation (Partner(s)): Students will be assigned a theory or theorist to develop a learning presentation to you peers in weeks 4-7. This learning presentation should be a minimum of 45 minutes and include a learning activity for the class. Handouts and resource list to share with class is also required.

**Grading will be conducted by the following manner:**

Special Population Report	150 pts.
Simulation Activity	50 pts.
Interviews (2)	100 pts. (50 points each)
Class attendance/participation	100 pts.
Portfolio Development	50 pts.
Theorist Presentation	150 pts.
<b>Total</b>	<b>600 points</b>

**Grading Criteria:**

To receive a grade of B- or better all assignments must be successfully completed. Attendance will be used as a determining factor in final grade. Grades will be calculated based upon the percent of points earned out of the total possible points. The following percentages will apply: (I believe in awarding an A+ when work/discovery/effort warrants)

A = 100-95	B- = 81-79	D+ = 68-66
A- = 94-90	C+ = 78-76	D = 65-62
B+ = 89-87	C = 75-72	D- = 61-60
B = 86-82	C- = 71-69	