READ CHAPTER 1, 2 & 3 IN TEXT BEFORE 1ST CLASS

Lifestyle & Career Development
COU 662
3 Credits

Instructor: Gina Larson, MA, ABD, Transition Specialist
Office Hours: M-Th. 10-5, F-9-4
Phone: 416-8714
E-mail: 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:
Sharf, Richard S. (2002). Applying Career Development Theory to Counseling. (4th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

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. Genogram: Each student will be given the opportunity to develop a Genogram. A Genogram is a structural map of the family, used to map family systems and to track family patterns. For the purpose in this class we will use a Genogram to review career/vocational patterns.

4. Simulation: You will be assigned a partner and demonstrate one of the career counseling theories to the class. This will include the development of a scenario for the client/counselor as well as any assessments that would complement the theory. This will be discussed the first class session.

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. Required sections include, but are not limited to:

    a. Section 1: Mission Statement
    b. Section 2: Overview of Career Development Concerns (i.e., life planning, job search, resume development, 2 & 5 year goals).
    c. Section 3: Career Inventory Report
    During this course, you will take three (3) career inventories. They deal with assessing interests, skills, values, and personality. You will write a summary of your own career development based on the results of those assessments. The summary should be in the neighborhood of 3-6 pages in length.
    d. Section 4: Artifacts (Students will include materials that show transferable skills, talents, experiences and examples of work).

7. Research & Present on Special Population: Each member of the learning community will select a special population to research and present in the area of special concerns, considerations, and unique needs in the area of career career/lifestyle development. Examples include, but are not limited to: Women, displaced homemakers, addictions, homeless, minorities, specialized fields, special needs, and other populations that is instructor approved. Written research paper is required along with a presentation. Details and requirements provided first night of class.

Grading will be conducted by the following manner:

Genogram	50 pts.
Simulation Activity	150 pts.
Interviews (2)	100 pts. (50 points each)
Class attendance/participation	100 pts.
Portfolio Development	150 pts.
Research & Presentation	150 pts.
Total	700 points

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	

As you can see I believe in a variety of alternative assessment styles to show student understanding and application of material covered in class.