

## MHS 5340: Foundations of Career Development

Fall 2009 - Florida State University

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### Purpose

This course is intended to help you become a more competent career counselor, mental health counselor, counseling psychologist, rehabilitation counselor, school psychologist, or other human service practitioner by learning how to enhance the career development of children, adolescents, and adults, as well as learning how to facilitate the career aspects of various educational, mental health, and relationship problems. The course is also intended to help you become more competent in the design and delivery of career resources and services for children, adolescents, and adults. Finally the course is intended to help you better understand the needs of special populations and the impact of the labor market, as well as better understanding professional competency, ethical issues, and credentialing. Cognitive information processing theory provides the organizational scheme for understanding how assessment, information, learning, and counseling resources can be used to enhance the career problem solving and decision-making process.

### Objectives:

By the end of this course you should be able to achieve the following objectives. Course resources and assignments related to each objective are written in *italics*.

Describe your own reasons for wanting to become a counselor, psychologist, or other human service practitioner in order to enhance your identity in that role and deliver effective counseling services. [*Initial Perceptions of Career Development; Personal Interactions among Work, Family, Education/Training, and Leisure*]

Describe experiences in your life that influenced you when you felt happy or successful versus when you felt unhappy or unsuccessful in order to clarify insights that can enhance your ability to help your clients better articulate the influence of career, mental health, and family on their behavior. [*Personal Insights*]

Identify and document evidence of transferable career/life skills you have gained from your educational training, paid employment, volunteer work, and leisure activities in order to better conceptualize skill areas you are interested in enhancing, as well as clarifying insights that can enhance your ability to help your clients identify their own transferable skills. [*Identifying and Documenting Transferable Skills*]

Identify and document evidence of counseling skills you have gained from your education, training, practica, internship, paid employment, and volunteer work in order to identify the areas you are interested in gaining more experience. [*Identifying and Documenting Counseling Skills*]

Explain how leisure activities contribute to your career and life development while also clarifying insights that can enhance your ability to integrate leisure analysis into counseling. [*Understanding and Making Good Use of Leisure Activities*]

Explain the sequencing of counseling services to enhance assessment, triage, diagnosis, and treatment planning, and overall conceptualization of clients. [*Seven-Step Delivery Sequence for Career Counseling Case Studies*]

Discuss the relationship between career development and psychological well being. [*Personal Insights and Case Studies*]

- Explain how the interrelationships among work, family and leisure as well as diversity issues that influence career development. [*Case Studies and Initial Perceptions of Career Development; Personal Interactions among Work, Family, Education/Training, and Leisure*]
- Examine the costs and benefits of pursuing master's degree versus a PhD, or specify a professional practice area or area of research of interest, by detailing your career problem solving and decision-making process using the CASVE Cycle. [*Career Problem Solving and Decision-Making Strategy Paper*]
- Explain and apply theoretical concepts in the delivery of career counseling services. [*Examinations*]
- Recall the American occupational structure and the integration of labor market information into the counseling process. [*Examinations*]
- Recall the characteristics and career/life development needs of various special populations. [*Case Studies and Examinations*]
- Recall the nature of various professional issues in the delivery of career services. [*Examinations*]
- Recall various career service delivery settings. [*Examinations*]
- Recall and apply concepts of the Cognitive Information Processing Approach to Career Problem Solving and Decision Making in counseling practice. [*Case Studies, the Career Problem Solving and Decision-Making Strategy Paper, and Examinations*]
- Describe your own career/life development in order to clarify insights that can enhance your ability to help your clients learn how to make informed and careful career decisions. [*Career Problem Solving and Decision-Making Strategy Paper*]

### **Assignments and Percentage of Final Grade**

- 10% **Homework** - The student will complete a series of homework assignments that will be graded on a pass-fail basis. Students are strongly encouraged to revise assignments that do not receive a passing grade. Homework assignments will include the following exercises:
- **8/31:** Initial Perceptions of Career Development [*Sampson (2007a)*]
  - **9/14:** Personal Interactions Among Work, Family, Education/Training, and Leisure [*Sampson (2007c)*]
  - **9/14:** Personal Insights [*Sampson (2007e)*]
  - **9/21:** Identifying and Documenting Transferable Skills [*Reardon et al. (2007)*]
  - **9/28:** Identifying and Documenting Counseling Skills [*Sampson (2007g)*]
  - **10/19:** Understanding and Making Good Use of Leisure Activities [*Sampson (2007h)*]
  - **11/9:** Seven-Step Service Delivery Sequence for Career Counseling Case Studies [*Sampson (2009a)*]
  - **11/9:** Case Study 1 [*Sampson (2007j)*]
  - **11/16:** Case Study 2 [*Sampson (2007k)*]
- Additional homework assignments may be added as appropriate.

- 50% Career problem solving and decision-making strategy paper - The student will prepare a paper detailing his or her career problem solving and decision-making process using the CASVE Cycle. The outline for this paper is provided at the end of this syllabus. Due to the level of self-disclosure that is inherent in this paper, a student may elect to negotiate an alternative assignment with the instructor. Since many topics of the paper overlap with the discussion throughout the course, a *suggested outline* for completing sections of the paper are provided in *italics*, and **required due dates** are indicated in **bold**.

<b>Date</b>	<b>CASVE Cycle Sections Due</b>
8/31	Individual Learning Plan ( <b>ILP</b> )
9/14	<i>Communication section (optional)</i>
9/21	<b>Occupational card sort</b> <i>Analysis (sections 1-6) (optional)</i>
9/28	<b>CTI &amp; Decision space worksheet</b>
10/5	Choices, eDiscover, and SIGI 3 <b>self-assessments</b>
10/12	<b>Self-Directed Search &amp;</b> Choices, eDiscover, and SIGI 3 <b>occupational information</b>
10/19	<i>Analysis (sections 7-12) (optional)</i>
10/26	<i>Synthesis section (optional)</i>
11/2	<b>Resume and cover letter</b> <i>Valuing &amp; Execution sections (optional)</i>
11/9	Valuing section, resume, and cover letter

- 40% Examinations - The student will complete objective examinations (multiple choice and short answer) covering the text, supplemental readings, PowerPoint presentations, class lectures, and case studies.

### **Grading Criteria**

- A Exceptionally Competent: excellent grasp of subject material; outstanding ability to apply course content to specific problem situations; attends class regularly; actively participates in class discussions; all papers are insightful, well organized, well written, and complete.
- B Competent: adequate grasp of subject material; ability to apply course content to specific problem situations; attends class regularly; participates in class discussions; adequate completion of all papers and assignments.
- C Below Average Graduate Level Work: incomplete grasp of subject material; inadequate ability to apply course content to specific problem situations; irregular class attendance; irregular class participation; failure to complete all papers and assignments.
- F Failing Grade: did not take tests; did not complete assignments; gave no indication of mastery of course content.

### **Academic Honor Policy**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

**Class Attendance and Participation**

Students are expected to attend all scheduled classes during the semester unless prior arrangements have been made with the instructor or the student has an excused absence (documented illness or family emergency). Students are also required to participate in class discussions as part of completing the class.

**Use of Notebook Computers in Class**

The use of notebook computers in class is limited to class activities that require Internet access.

**Policy on Late Assignments and Missed Exams**

Students are required to submit assignments and complete examinations on the date they are due unless prior arrangements have been made with the instructor or the student has an excused absence (documented illness or family emergency). The grade for late papers will be reduced by one letter unless prior arrangements have been made with the instructor.

**Americans with Disabilities Act:**

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
97 Woodward Avenue, South  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice); (850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu); <http://www.disabilitycenter.fsu.edu/>

**Texts**

Reardon, R. C., Lenz, J. G., Sampson, J. P., Jr., & Peterson, G. W. (2009). *Career development and planning: A comprehensive approach* (3<sup>rd</sup> Ed.). Mason, OH: Cengage Learning.

Sampson, J. P., Jr., Reardon, R. C., Lenz, J. G., & Peterson, G. W. (2004). *Career counseling and services: A cognitive information processing approach*. Pacific Grove, CA: Brooks/Cole.

**Supplemental Texts**

Zunker, V. G. (2006). *Career counseling: A Holistic approach* (7<sup>th</sup> Ed.) Pacific Grove, CA: Brooks/Cole.

**Reserve Reading**

Bureau of Labor Statistics (2008). *Occupational outlook handbook (OOH), 2008-09 edition*. Retrieved August 23, 2009, from <http://www.bls.gov/OCO/>

National Career Development Association (2007). *Ethical standards*. Columbus, OH: National Career Development Association. Retrieved August 23, 2009, from: <http://www.ncda.org> [Follow "Guidelines" link from home page to "Ethical Standards".]

National Career Development Association (1997). *Career counseling competencies*. Columbus, OH: National Career Development Association. Retrieved August 23, 2009, from: <http://www.ncda.org> [Follow "Guidelines" link from home page to "Career Counseling Competencies".]

- National Center for O\*NET development (2009). *O\*NET*. Retrieved August 24, 2009, from <http://online.onetcenter.org/>
- Peterson, G. W., Leasure, K. K., Carr, D. L., & Lenz, J. G. (2009). *Problem mapping in career counseling: The decision space worksheet*. Manuscript submitted for publication.
- Psychological Assessment Resources (2008). *Career assessments*. Retrieved August 23, 2009, from <http://www3.parinc.com/>
- Reardon, R. C., & Lenz, J. G. (1998). *The self-directed search and related career materials: A practitioner's guide*. Odessa, FL: Psychological Assessment Resources, Inc.
- Reardon, R. C., Lenz, J. G., Lumsden, J. A., & Sampson, J. P., Jr. (2007). *Identifying and documenting transferable skills*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007a). *Initial perceptions of your career development*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007b). *Client problems and counseling services: Integrating career, mental health, and marriage and family*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007c). *Personal interactions among work, family, education/training, and leisure*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007d). *Personal insight and the development of counseling skills*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007e). *Personal insights*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007f). *Counseling goals and the counseling Process*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007g). *Identifying and documenting counseling skills*. Tallahassee, FL: Florida State University, Department of Educational Psychology and Learning Systems.
- Sampson, J. P., Jr. (2007h). *Understanding and making good use of leisure activities*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007j). *Case study 1*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2007k). *Case study 2*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2008). *Designing and implementing career programs: A handbook for effective practice*. Broken Arrow, OK: National Career Development Association.
- Sampson, J. P., Jr. (2009a). *Seven-step service delivery sequence for career counseling case studies*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr. (2009b). Modern and post-modern career theories: The unnecessary divorce. *The Career Development Quarterly*, 58, 91-96. Retrieved August 24, 2009 from <http://www.lib.fsu.edu/find/journals>
- Sampson, J. P., Jr. (2009c, June). *Translating career theory to practice: The risk of unintentional social injustice*. Paper and keynote presentation at the International Association for Educational and Vocational Guidance Conference, Jyväskylä, Finland.
- Sampson, J. P., Jr., Peterson, G. W., Lenz, J. G., Reardon, R. C., & Saunders, D. E. (1996a). *Career Thoughts Inventory*. Odessa, FL: Psychological Assessment Resources, Inc.

Sampson, J. P., Jr., Peterson, G. W., Lenz, J. G., Reardon, R. C., & Saunders, D. E. (1996b). *Improving your career thoughts: A workbook for the Career Thoughts Inventory*. Odessa, FL: Psychological Assessment Resources, Inc.

Sampson, J. P., Jr., Peterson, G. W., Lenz, J. G., Reardon, R. C., & Saunders, D. E. (1996c). *Career Thoughts Inventory: Professional manual*. Odessa, FL: Psychological Assessment Resources, Inc.

U. S. Department of Labor (2008). *Careeronestop*. Retrieved August 23, 2009, from <http://www.careeronestop.org/>

Additional references and supplemental materials will be provided as appropriate.

**Course Topics, Resources, and Assignment Due Dates**

Class Date	Topic	Resources	Assignment/Due Date
	<b>COURSE INTRODUCTION</b>		
8/24	How to succeed in this course	PowerPoint (CIP Approach – Intro)	
	Review syllabus & Introduce the CASVE cycle paper	Instructions – CASVE cycle paper	CASVE Cycle Paper DUE 11/9 OR 11/23
	Client problems and counseling services: Integrating career mental health, and marriage and family	Sampson (2007b)	
	Personal insight and the development of counseling skills	Sampson (2007d)	Sampson (2007e) – due 9/14
	Counseling goals and the counseling process	Sampson (2007f)	
	Initial perceptions of your career development		Sampson (2007a) – due 8/31
	Personal interactions among work, family, education/training, and leisure		Sampson (2007c) – due 9/14
8/31	Introduction to the CIP Approach CIP Terminology	Reardon (p. 10-14); Sampson (Ch. 1) PowerPoint (CIP Approach – Intro)	
	Nature of Work	Reardon (p. 2-5)	
	Transferable & Counseling Skills	NCDA (1997)	Reardon et al. (2007) – due 9/21 Sampson (2007g) – due 9/28
	CASVE Cycle Paper	Instructions – CASVE cycle paper	Individual Learning Plan (ILP) (8/31)
	<b>7-STEP SERVICE DELIVERY SEQUENCE</b>		
9/14	Differentiated Model of Career Services - Self-Help, Brief Staff-Assisted, & Individual Case-Managed	Sampson (2009b), Sampson (2009c), Sampson (Ch. 4), & PowerPoint	
	Overview of the 7-Step Service Delivery Sequence	Sampson (Ch. 4) continued	
	CIP Case Studies	Sampson (Chs. 8, 9, & 10) & PowerPoint	
	<i>CASVE Cycle Paper</i>	<i>Instructions – CASVE cycle paper</i>	<i>Communication 9/14 (optional)</i>
9/21	<b>Initial Interview</b>	Sampson (Ch. 4) continued	
	Understanding and Measuring Readiness for Career Decision Making	Sampson (Ch. 5) & PowerPoint	
	Career Decidedness – OAQ & Career Satisfaction	Sampson (Ch. 5) continued	
	CIP – Decision Status Taxonomy	Sampson (p. 81-5)	
	Orientation information & informed consent	Lecture	
	CASVE Cycle Paper	Instructions – CASVE cycle paper	<b>Occupational card sort (9/21)</b>

Class Date	Topic	Resources	Assignment/Due Date
			<i>Analysis (sections 1-6) (optional)</i>
9/28	<b>Preliminary Assessment</b>	Sampson (Ch. 4) continued	
	CIP - Assessing the Content (Knowing) and Process (Doing) Aspects of Career Decision Making	Sampson (Ch. 2 & 3) & PowerPoint Pyramid and CASVE Cycle Client Handouts	
	CIP - Career Decision Space	Decision Space Worksheet	
	CASVE Cycle Paper	Instructions – CASVE cycle paper	<b>CTI &amp; Decision space worksheet ( 9/28)</b>
10/5	CIP - Assessing Negative Career Thoughts (Career Thoughts Inventory)	Sampson (Ch. 6) & PowerPoint Sampson et al. (1996 a, b, & c)	
	CASVE Cycle Paper	Instructions – CASVE cycle paper	Choices, eDiscover, and SIGI 3 self-assessments (10/5)
	<b>EXAM #1</b>		<b>October 5, 2009</b>
10/12	Holland – Vocational Identity (MVS) Secondary Constructs (SDS)	Handout: Reardon & Lenz (p. 68-73) Handout: Reardon & Lenz (p. 119)	
	Brown & Lent - Social Cognitive Career Theory – Career Self-Efficacy [CDMSE (Career Decision Making Self-Efficacy)]	Zunker (p. 50-2)	
	Savickas – Career Construction and Narrative Assessment	Zunker (p. 70-5)	
	Krumboltz – Career Beliefs (CBI)	Zunker (p. 38-44)	
	Super – Career Maturity and Career Adaptability	Zunker (p. 52-61) Zunker (78-83) – Case Study	
	CASVE Cycle Paper	Instructions – CASVE cycle paper	<b>Self-Directed Search &amp; Choices, eDiscover, and SIGI occupational information (10/12)</b>
10/19	Assessment of diversity issues: Gender Issues (Women, Men, Dual-Career Couples), Race/Ethnicity, LGBT, Disability, Age, Poverty, Immigration Status, Incarceration, Religion, unemployed and underemployed adolescents and adults	Reardon (Ch. 10) Zunker (Chs. 10-14) PowerPoint (Special populations)	
	Assessment of family, leisure and spiritual issues	Reardon (p. 34-5) PowerPoint (Evolution of work, mental health, family, education, & leisure)	Sampson (2007h) – due 10/19
	<i>CASVE Cycle Paper</i>	<i>Instructions – CASVE cycle paper</i>	<i>Analysis (sections 7-12) (optional) (10/19)</i>
10/26	<b>Define Problem/Analyze Causes</b>	Sampson Ch. 4 continued	
	CIP, Holland, Brown & Lent, Savickas, Krumboltz, & Super	Lecture	
	<i>CASVE Cycle Paper</i>	<i>Instructions – CASVE cycle paper</i>	<i>Synthesis section (optional)</i>

Class Date	Topic	Resources	Assignment/Due Date
			(10/26)
	<b>EXAM #2</b>		<b>October 26, 2009</b>
11/2	Formulate Goals	Sampson (Ch. 4) continued	
	Develop Individual Learning Plan (Resources/Activities plus additional assessment as needed)	Sampson (Ch. 4) continued	
	Formulate Goals continued		
	<i>Selecting, Sequencing, and Pacing</i> use of career resources on an ILP	Sampson (2008)	
	Orientation to resources and activities	Lecture	
	CASVE Cycle Paper	Instructions – CASVE cycle paper	<b>Resume &amp; cover letter (11/2)</b> ( <i>Valuing &amp; Execution sections, optional</i> )
11/9	Review of personal perceptions Important life experiences <u>Previous and current:</u> <ul style="list-style-type: none"> <li>• paid work experience,</li> <li>• volunteer experience,</li> <li>• leisure experience, &amp;</li> <li>• academic experience</li> </ul> Feedback from significant others	Lecture	
	Identifying, Challenging, and altering negative career thoughts (CIP – Metacognitions)	CTI Workbook Sampson (p. 91-7)	
	CASVE Cycle Paper	Instructions – CASVE cycle paper	CASVE cycle paper due 11/9 (1 <sup>st</sup> group)
11/16	Assessment of Values, Interests, Skills, Abilities, Leisure activities, Employment Preferences (CIP - Self Knowledge)	Reardon (p. 16-30) Sampson (Ch. 3) & PowerPoint	
	CIP – Decision-Making Instruction (Pyramid and CASVE Cycle)	Sampson (Ch. 2) & PowerPoint	
	Savickas – Career Construction and Narrative Counseling	Zunker (p. 70-5)	
11/23	Holland – Schema for organizing career information (CIP Options Knowledge)	Reardon (p. 18-27) Sampson (p. 123-6) Peterson et al. (2009)	
	Impact of the labor market	Reardon (p. 35-53; 91-107) Zunker (Ch. 18) PowerPoint (Labor market concepts)	
	Career Information resources (occupational, educational, training, leisure, and employment information) (CIP Options Knowledge)	Sampson (Ch. 7) & PowerPoint	

Class Date	Topic	Resources	Assignment/Due Date
	<b>Complete Individual Learning Plan</b> (Use career resources and activities with revisions as needed)	Sampson (Ch. 4) continued	
	CASVE Cycle Paper	Instructions – CASVE cycle paper	CASVE cycle paper due 11/23 (2 <sup>nd</sup> group)
<b>11/30</b>	<b>Summative Review &amp; Generalization</b>	Sampson (Ch. 4) continued	
	CIP Case Studies	Sampson (Chs. 8, 9, & 10) continued	Sampson (2009a) due 11/9 Case Study 1 (Sampson, 2007j) – due 11/9 Case Study 2 (Sampson, 2007k) – due 11/16
<b>DELIVERING CAREER SERVICES</b>			
	Settings for Service Delivery	PowerPoint (Settings for delivering career services) Zunker (Chs. 15-17) Sampson (Ch. 1)	
	Ethical Standards and Credentialing	NCDA (2007) Zunker (Ch. 9) PowerPoint (Ethical Issues)	
	Service Delivery Design, Management, Evaluation, and Accountability	Sampson (Ch. 4) & PowerPoint Sampson (2008) continued	
	<b>EXAM #3</b>		<b>November 30, 2009</b>