

**PSYC 681/EDCP 686: DIDACTIC-PRACTICUM IN CAREER COUNSELING**  
Spring, 2002

**PROFESSOR:** Karen M. O'Brien, Ph.D.  
2147D Zoology/Psychology  
(301) 405-5812  
[kobrien@psyc.umd.edu](mailto:kobrien@psyc.umd.edu)

**OFFICE HOURS:** Wednesdays 11:30-1:30, Thursdays 1:00-2:00

**PROFESSOR:** Pepper E. Phillips, Ph.D.  
1106 Shoemaker, Counseling Center  
(301) 314-7653  
[pp37@umail.umd.edu](mailto:pp37@umail.umd.edu)

**OFFICE HOURS:** By appointment

**COURSE HOURS:** Thursdays 9:00-12:00; Counseling Center Conference Room

**COURSE OBJECTIVES:** The primary objectives of this course are to:

- (1) learn about and critically evaluate the primary theoretical approaches to career development and career counseling (through readings and discussion),
- (2) study salient issues related to career development and career counseling for diverse populations (through readings and discussion),
- (3) develop an understanding of the complexities inherent in career counseling and demonstrate basic and effective career counseling skills (through work with clients and supervision), and
- (4) articulate your theoretical and clinical approach to career counseling based in theory, research, and practice (demonstrated in a formal case presentation and final paper).

**COURSE REQUIREMENTS:**

**PREREQUISITES:** Students must have completed PSYC 680/EDCP 680.

**RESPONSIBILITIES:** Students must attend class meetings on Thursdays from 9:00 until 12:00 in the Counseling Center conference room. In addition, students are required to provide at least two direct service hours per week at the Counseling Center and one hour of individual counseling supervision per week. Students are encouraged to schedule sessions with three Counseling Center clients per week to ensure that their required two clinical hours per week will be met. Students will be asked to work with one non-Counseling Center career client from the House of Ruth or another mutually agreed upon site. Students are expected to conduct at least 20-24 hours of individual career counseling throughout the semester (including both Counseling Center and House of Ruth clients). Career counseling sessions must be audiotaped and progress notes should be completed for each session.

**COURSE EVALUATION:** This course is graded pass/fail.

**ATTENDANCE AND PARTICIPATION (20%)** Class time will be devoted primarily to discussion and group supervision. Students are expected to attend all class meetings, complete the assigned readings prior to coming to class, and actively participate in the discussions. Repeated absences from class may result in a failed grade. Finally, students will be encouraged to think critically and apply acquired knowledge to a variety of situations.

**CLINICAL COMPETENCE (55%)** Clinical competence will be demonstrated by work with clients, supervisor's practicum evaluations, and informal and formal case presentations.

**INFORMAL CASE PRESENTATION** The informal case presentation includes a written report (distributed to the class on the Thursday prior to the presentation), an audiotape of a counseling session (10 minutes should be played for the class), and a discussion of the case (20 minutes). The attached format should be used for the presentation. **Case presentation reports should be placed in a sealed envelope marked "confidential" prior to distribution.**

**FORMAL CASE PRESENTATION** The formal case presentation includes a written report (distributed to the class on the Thursday prior to the presentation), a brief verbal presentation of the report (10 minutes), a videotape of a supervision session (15 minutes should be shown to the class), and a discussion of the case (30 minutes). The attached format should be used for the presentation. **Case presentation reports should be placed in a sealed envelope marked "confidential" prior to distribution.**

**FINAL PAPER (25%)** Students will be asked to write a final paper in which they articulate their theoretical orientation to career counseling and apply their orientation to a case example. Finally, students must include references to a number of sources in describing their theoretical orientation.

\*\*\*\*\* All assignments must be typewritten (in APA style) and turned in on time. Late assignments will be lowered one grade for every day they are late. Reports should be written in a clear and concise manner without jargon. Poorly written assignments/reports/tests will receive lower grades regardless of the content. (Always check grammar, spelling and punctuation.)

\*\*\*\*\* A grade of I (incomplete) is assigned only for work which has been of a passing quality through the academic term but which, for good reason and with approval of the professors, cannot be completed within the semester. Students for whom special circumstances may warrant an I must discuss this matter with the professors before the last day of class.

**REQUIRED MATERIALS:** For supervision, you will need a working tape recorder that provides audible tapes for supervision sessions.

**RELIGIOUS OBSERVANCE/DISABILITY STATEMENT:** Please contact the professor within three weeks if special arrangements are needed due to religious observance or disability status.

## SCHEDULE:

<b>DATE</b>	<b>TOPICS, READINGS, AND ASSIGNMENTS</b>
	<b>** <u>Readings are due on the date they are listed.</u></b>
Jan. 31	<b>Introduction to the Course; Career Counseling: A Life-Career Perspective; Career Lifelines; Counseling Center Expectations</b> READINGS: Bandura (1982); Blustein (1992); Gysbers et al. Chapter 1; Richardson (1993)
Feb. 7	<b>The Process of Career Counseling: Using Assessment Strategies</b> READINGS: Betz (1992); Gysbers et al. Chapters 8, 9, 10, 11
Feb. 14	<b>The Process of Career Counseling: The Intake Session and Forming the Working Alliance</b> READINGS: Blustein & Spengler (1995); Gysbers et al. Chapter 7; Ponterotto et al. (2000) <b>VISIT THE CAREER CENTER</b>
Feb. 21	<b>Therapeutic Challenges: Resistance, Countertransference and Termination</b> READINGS: Gysbers et al. Chapters 14, 17; Multon et al. (2001)
Feb. 28	<b>Approaches to Career Counseling: Holland's Theory of Vocational Personalities and Work Environments and The Theory of Work Adjustment</b> Informal Case Presentation: _____ READINGS: Rounds & Tracey (1990); Swanson & Fouad Chapters 2, 3, 4 [Brown & Brooks Chapters 2, 3]
March 7	<b>Approaches to Career Counseling: Psychodynamic Approaches</b> Informal Case Presentation: _____ READINGS: Meara & Patton (1994); Watkins & Savickas (1990)
March 14	<b>Approaches to Career Counseling: Developmental Theories</b> Informal Case Presentation: _____ READINGS: Fouad & Arbona (1994); Jepson (1990); Swanson & Fouad Chapter 5; Wrenn (1988) [Brown & Brooks Chapter 4]
March 21	<b>Approaches to Career Counseling: Social Learning and Social Cognitive Career Theories</b> Informal Case Presentation: _____ READINGS: Byars & Hackett (1998); Chartrand & Rose (1999); Lent, Brown & Hackett (2000); O'Brien & Heppner (1996); Swanson & Fouad Chapters 6, 7 [Brown & Brooks Chapters 6, 9]
March 28	<b>SPRING BREAK</b>

- April 4      **Approaches to Career Counseling: Humanistic, Ecological and Constructivist Approaches**  
 Informal Case Presentation: \_\_\_\_\_  
 READINGS: Blustein (2001); Bozarth & Fisher (1990); Brott (2001); Krieshok (1998); Phillips et al. (2001); Savickas (1995) [Brown & Brooks Chapter 11]
- April 11     **Multicultural Issues: Race and Ethnicity**  
 Formal Case Presentation: \_\_\_\_\_  
 READINGS: Gysbers et al. Chapter 3; Fouad & Bingham (1995); Juntunen et al. (2001); Swanson & Fouad Chapter 9
- April 18     **Multicultural Issues: Gender and Balancing Work and Family**  
 Formal Case Presentation: \_\_\_\_\_  
 READINGS: Betz (1994); Fitzgerald, Fassinger, & Betz (1995); Gilbert & Eldridge (1994); Gysbers et al. Chapter 4; Hansen (2001); Swanson & Fouad Chapter 8
- April 25     **Multicultural Issues: Sexual Orientation**  
 Formal Case Presentation: \_\_\_\_\_  
 READINGS: Chung (2001); Fassinger (1996); Nauta et al. (2001)
- May 2        **Multicultural Issues: Age, SES, Poverty, Violence and Vocational Interventions**  
 Formal Case Presentation: \_\_\_\_\_  
 READINGS: Brewington & Nassar-McMillan (2000); Gianakos (1999); Krieshok et al. (1999); McLoyd (1998); O'Brien et al. (1999); Worthington & Juntunen (1997)  
 [Complete Evaluation of Supervisor]  
 [Meet with Supervisor to Discuss Evaluation and Receive Your Evaluation]
- May 9        **Career Counseling: A Tool for Empowerment, Social Justice and Societal Change**  
 Formal Case Presentation: \_\_\_\_\_  
 READINGS: Fassinger & O'Brien (2000); Kiselica & Robinson (2001); O'Brien (2000)  
 Final Papers Due  
 [Facilitate Termination Sessions with Clients This Week]  
 [Hand in Final Evaluation from Supervisor]

**HAVE A GREAT SUMMER!!**

\*\*\*\*\*  
 \*\*\*\*\*

**REQUIRED TEXTS:**

- Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (1998). *Career counseling: Process, issues, and techniques*. Boston: Allyn & Bacon.
- Swanson, J. L., & Fouad, N. A. (1999). *Career theory and practice: Learning through case studies*. Thousand Oaks, CA: SAGE.

**RECOMMENDED TEXT:**

- Brown, D., Brooks, L., & Associates. (1996). *Career choice and development* (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass.

**REQUIRED ARTICLES:**

- Bandura, A. (1982). The psychology of chance encounters and life paths. *American Psychologist*, 37, 747-755.
- Betz, N. E. (1992). Career assessment: A review of critical issues. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (pp. 453-484). New York: Wiley.
- Betz, N. E. (1994). Basic issues and concepts in career counseling for women. In W. B. Walsh & S. H. Osipow (Eds.), *Career counseling for women* (pp. 1-42). Hillsdale, NJ: Erlbaum.
- Blustein, D. L. (1992). Toward the reinvigoration of the vocational realm of counseling psychology. *The Counseling Psychologist*, 20, 712-723.
- Blustein, D. L. (2001). The interface of work and relationships: Critical knowledge for 21<sup>st</sup> century psychology. *The Counseling Psychologist*, 29, 179-192.
- Blustein, D. L., & Spengler, P. M. (1995). Personal adjustment: Career counseling and psychotherapy. In W. B. Walsh & S. H. Osipow (Eds.), *Handbook of vocational Psychology: Theory, research, and practice* (pp. 295-329). Hillsdale, NJ: Erlbaum.
- Bozarth, J. D., & Fisher, R. (1990). Person-centered career counseling. In W. B. Walsh & S. H. Osipow (Eds.), *Career counseling: Contemporary topics in vocational psychology* (pp. 45-78). Hillsdale, NJ: Erlbaum.
- Brewington, J. O., & Nassar-McMillan, S. (2000). Older adults: Work-related issues and implications for counseling. *Career Development Quarterly*, 49, 2-15.
- Brott, P. E. (2001). The storied approach: A postmodern perspective for career counseling. *Career Development Quarterly*, 49, 304-313.
- Byars, A. M., & Hackett, G. (1998). Applications of social cognitive theory to the career development of women of color. *Applied & Preventive Psychology*, 7, 255-267.
- Chartrand, J. M., & Rose, M. L. (1996). Career interventions for at-risk populations: Incorporating social cognitive influences. *Career Development Quarterly*, 44, 341-353.
- Chung, Y. B. (2001). Work discrimination and coping strategies: Conceptual frameworks for counseling lesbian, gay, and bisexual clients. *Career Development Quarterly*, 50, 33-44.
- Fassinger, R. E. (1996). Notes from the margins: Integrating lesbian experience into the vocational psychology of women. *Journal of Vocational Behavior*, 48, 160-175.
- Fassinger, R. E., & O'Brien, K. M. (2000). Career counseling with college women: A scientist-practitioner-advocate model of intervention. In D. A. Luzzo (Ed.), *Career counseling of college students: An empirical guide to strategies that work* (pp. 253-265). Washington, DC: American Psychological Association.

- Fitzgerald, L. F., Fassinger, R. E., & Betz, N. E. (1995). Theoretical advances in the study of women's career development. In W. B. Walsh & S. H. Osipow (Eds.), *Handbook of vocational Psychology: Theory, research, and practice* (pp.67-109). Hillsdale, NJ: Erlbaum.
- Fouad, N. A., & Arbona, C. (1994). Careers in a cultural context. *Career Development Quarterly*, 43, 96-104.
- Fouad, N. A., & Bingham, R. P. (1995). Career counseling with racial and ethnic minorities. In W. B. Walsh & S. H. Osipow (Eds.), *Handbook of vocational Psychology: Theory, research, and practice* (pp. 331-365). Hillsdale, NJ: Erlbaum.
- Gianokos, I. (1999). Career counseling with battered women. *Journal of Mental Health Counseling*, 21, 1-14.
- Gilbert, L. A., Hallett, M., & Eldridge, N. S. (1994). In W. B. Walsh & S. H. Osipow (Eds.), *Career counseling with women* (pp. 135-164). Hillsdale, NJ: Erlbaum.
- Hansen, L. S. (2001). Integrating work, family, and community through holistic life planning. *Career Development Quarterly*, 49, 261-274.
- Jepsen, D. A. (1990). Developmental career counseling. In W. B. Walsh & S. H. Osipow (Eds.), *Career counseling: Contemporary topics in vocational psychology* (pp. 117-157). Hillsdale, NJ: Erlbaum.
- Juntunen, C. L., Barraclough, D. J., Brosneck, C. L., Seibel, G. A., Winrow, S. A., & Morin, P. M. (2001). American Indian perspectives on the career journey. *Journal of Counseling Psychology*, 48, 274-285.
- Kiselica, M. S., & Robinson, M. (2001). Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling. *Journal of Counseling and Development*, 79, 387-397.
- Krieshok, T. S. (1998). An anti-introspectivist view of career decision making. *Career Development Quarterly*, 46, 210-229.
- Krieshok, T. S., Hastings, S., Ebberwein, C., Wettersten, K., & Owen, A. (1999). Telling a good story: Using narratives in vocational rehabilitation with veterans. *Career Development Quarterly*, 47, 204-214.
- Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology*, 47, 36-49.
- McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185-204.
- Meara, N. M., & Patton, M. J. (1994). Contributions of the working alliance in the practice of career counseling. *Career Development Quarterly*, 43, 161-177.
- Multon, K. D., Heppner, M. J., Gysbers, N. C., Zook, C., & Ellis-Kaltron, C. (2001). Client psychological distress: An important factor in career counseling. *Career Development Quarterly*, 49, 324-335.
- Nauta, M. N., Saucier, A. M., Woodard, L. E. (2001). Interpersonal influences on students' academic and career decisions: The impact of sexual orientation. *Career Development Quarterly*, 49, 352-362.
- O'Brien, K. M. (2001). The legacy of Parsons: Career counselors and vocational psychologists as agents of social change. *Career Development Quarterly*, 50, 66-76.

- O'Brien, K. M., Dukstein, R. D., Jackson, S. L., Tomlinson, M. J., & Kamatuka, N. A. (1999). Broadening career horizons for students in at-risk environments. *Career Development Quarterly*, *47*, 215-229.
- O'Brien, K. M., & Heppner, M. J. (1996). Applying social cognitive career theory to training career counselors. *Career Development Quarterly*, *44*, 367-377.
- Phillips, S. D., Christopher-Sisk, E. K., & Gravino, K. L. (2001). Making career decisions in a relational context. *The Counseling Psychologist*, *29*, 193-213.
- Ponterotto, J. G., Rivera, L., & Sueyoshi, L. A. (2000). The career-in-culture interview: A semi-structured protocol for the cross-cultural intake interview. *Career Development Quarterly*, *49*, 85-96.
- Richardson, M. S. (1993). Work in people's lives: A location for counseling psychologists. *Journal of Counseling Psychology*, *40*, 425-433.
- Rounds, J. B., & Tracey, T. J. (1990). From trait-and-factor to person-environment fit counseling: Theory and process. In W. B. Walsh & S. H. Osipow (Eds.), *Career counseling: Contemporary topics in vocational psychology* (pp. 1-44). Hillsdale, NJ: Erlbaum.
- Savickas, M. L. (1995). Constructivist counseling for career indecision. *Career Development Quarterly*, *43*, 363-373.
- Watkins, C. E., & Savickas, M. L. (1990). Psychodynamic career counseling. In W. B. Walsh & S. H. Osipow (Eds.), *Career counseling: Contemporary topics in vocational psychology* (pp. 79-116). Hillsdale, NJ: Erlbaum.
- Worthington, R. L., & Juntunen, C. L. (1997). The vocational development on non-college-bound youth: Counseling psychology and the school-to-work transition movement. *The Counseling Psychologist*, *25*, 323-363.
- Wrenn, C. G. (1988). The person in career counseling. *Career Development Quarterly*, *36*, 337-342.

## GUIDE FOR PROTOCOL FOR CASE PRESENTATION REPORTS

\*\*\*CONFIDENTIAL\*\*\*

**PRESENTER:**

**DATE OF CONFERENCE:**

**IDENTIFYING DATA:** Include the first name or initial of the client, as well as gender, race, age, experience and number of counseling sessions to date.

**GOALS FOR CAREER COUNSELING:** Describe the mutually agreed upon goals for career counseling.

**DESCRIPTION OF THE THERAPEUTIC RELATIONSHIP:** Summarize the status of the therapeutic relationship. Describe issues related to race, gender, sexual orientation, experience level, age, etc. Identify potential concerns related to the therapeutic relationship.

**THERAPIST IMPRESSIONS OF CLIENT:** Describe the presenting problem and the concerns facing the client. Identify the strengths and weaknesses of the client. Provide an overview of assessment data (if applicable). Describe the client's progress to date. Include a summary of the sessions and describe specific interventions that were effective and ineffective.

**THERAPIST IMPRESSIONS OF SELF:** Describe your strengths and weaknesses related to this case. Comment on countertransference issues.

**COUNSELING PLAN:** Articulate a plan for future career counseling sessions.

**THERAPIST QUESTIONS:** Provide questions that you would like to discuss about the client, the therapeutic relationship, and your role as a therapist.

**ADDITIONAL REQUIREMENTS:** The case presentation report should be typed and no longer than four pages. Provide one copy for the professor and each class member in class on the Thursday prior to the presentation. Do not include identifying information about the client on the summary. **Case presentation reports should be placed in a sealed envelope marked "confidential" prior to distribution.** Collect (and destroy) the summaries at the end of the discussion. In addition to the written summary, the student must provide an audiotape for the informal session and a videotape for the formal session. It would be helpful to play a portion of the tape that relates to a question posed during the case presentation.