



PCC 850: Special Topics: Lifestyle & Career Development Counseling  
J-Terms 2022

**Synchronous Meetings: 6:00-7:30 PM**

January 13 (Thursday)  
January 18, (Tuesday), January 20 (Thursday)  
January 25 (Tuesday), January 27 (Thursday)  
February 1 (Tuesday)

Asynchronous Meetings | Self-Study: See suggested schedule

Instructor:

Dr. Rolf Nolasco ([rolf.nolasco@garrett.edu](mailto:rolf.nolasco@garrett.edu)) Pronouns: he | him | siya

Teaching Assistant:

Yvonne Hawkins ([yvonne.hawkins@garrett.edu](mailto:yvonne.hawkins@garrett.edu)) Pronouns: she | her | hers

## Course Description

The course explores career development theories and approaches, choice, adjustment concerns across lifespan and their application to counseling. It will also expose students to various career assessments including the impact of race/ethnicity, gender, socio-economic status, sexuality orientation, disability and personality on career or vocational development, choice, and adjustment. The course will also provide students with an opportunity to reflect on their own vocational trajectory in light of their unique experiences, identities, affordances, and privilege.

## Learning Outcomes

As a result of having taken the course, students will be able to

- Identify and critically examine key concepts and themes related to career development theories and approaches and their application to counseling.
- Identify and execute counseling skills related to effective career development counseling
- Describe various assessment instruments that can be used in career development counseling

- Examine the impact of race and ethnicity, gender, socio-economic status, sexuality orientation, disability, and personality on career discernment and development, choice, and adjustment.
- Describe personal vocational trajectory considering personal experiences, identities, affordances, and privilege.

## Required Text

Sharff, Richard S. *Applying Career Development Theory to Counseling*, 6<sup>th</sup> Edition. Boston: Cengage, 2013. ISBN-13: 978-1285075440 Paperback \$60.49-164.61. Rental option is available. Check [amazon.com](https://www.amazon.com) for more information.

## Course Methodology

This is an online course delivered in a blended format— synchronous meetings via Zoom (see course schedule) and asynchronous/self-paced, that is, there is no time during the week when students must log on.

Our online sessions will focus on reflection, analysis, and practical implication of the course text for career counseling. The activities and readings are designed to help you understand and integrate the material from the course into your on-going formation as pastoral counselors. Hence, your active participation through your questions and insights will help enhance communal learning. Lack of engagement within the class will impoverish all of us.

## Learning Success and Accessibility

Student success is a commitment we have for this course. Given our multifarious teaching and learning styles occasional accommodations are expected. Hence, if there are aspects of the course that prevent or impede your learning, please let us know as soon as possible. We will work collaboratively in designing learning strategies that meet both your unique needs and the requirements of the course.

Additionally, student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the *Accessibility, Special Needs, and Disabilities* policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

## Technology Notes

Minimum Technological Requirements:

- Internet Connection - Students must have regular, reliable access to a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually, cable or DSL would work. Modem dial-up cannot be sufficient. Courses will have regular deadlines that must be accomplished with online activity.

- Web Browser - Students must have the latest version of the web browser (Firefox, Internet Explorer, Safari, Chrome, etc.)
- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out. The Northwestern University Library has a computer center as well.
- Moodle Learning Management System – Students should have access to the Moodle LMS and know how to access course materials as well as submit writing assignments on Moodle.
- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications. Students without MS Office or Apple iWork might try the freely available OpenOffice applications: <http://www.openoffice.org>. Also available to students is the Google Drive suite to create documents and presentations (<http://drive.google.com>).

## Course Information

### Syllabus Flexibility Clause

This syllabus is NOT a binding contract. The dates of lectures, exams, and assignments may be revised as the term progresses. All modifications to the syllabus will be announced in class or through email.

### Course Relation to the Curriculum

This is a required core course for all students in the MAPC-CC & PhD-Clinical Track degree programs. It is also a required course for many states licensing boards, including the Illinois LPC Board.

### Office Hours and Email

We are committed to supporting your learning process. For this reason, the teaching team (myself and our Teaching Assistant) will meet with you during the semester by appointment. Although we may respond to some emails faster than others, we will generally not respond to the email sent over the weekend or during the evening until the next working day. You should expect that it may take us up to a full day to respond to email at times. Plan accordingly (i.e., don't expect quick responses to emails sent the night before an assignment is due!). If you have a longer question or something urgent that you need to ask of us, please request an appointment by email.

## Course Policies

### Attendance and Tardiness

Attendance is required and essential for understanding and processing the material. If you miss **more than 2 classes** without an emergency or discussing it with the professor beforehand, it is likely that you will fail the course. We are meeting twice a week (Tuesday and Thursday) for 1.5 hours per class meeting so plan accordingly.

### Completing Assignments and Late Assignments

Due dates help you manage your time well. Adhering to the suggested timeline will help achieve your desired grade for the course. Given the current pandemic we all are facing, please let us know as soon as possible if you need extra time to complete assignments for the course.

### **Incomplete Policy**

All course work must be submitted by the close of the semester. A grade of "I" denotes course work has not been completed due to an unavoidable emergency, **which does not include failure to turn in course work or attending to church work or other employment**. A request for an incomplete requires not only my approval but also the approval of the Registrar. See the current GETS Catalog for additional information.

### **Course Announcements**

Course announcements are sent via GETS email accounts. Students are responsible for maintaining and checking these accounts.

### **Confidentiality**

We will occasionally deal with very personal and sensitive matters. Please remember that any personal information revealed during class time is confidential and should be confined to the class.

## **Course Requirements**

### **A. Class Participation (15%)**

Attendance and assiduous participation in all class meetings are central to success in the course. This will be the space where we will come together as a whole to socialize our learning and take it to the next level.

### **B. Quizzes (30%) DUE DATE: See Class Schedule**

There will be 6 quizzes (see course schedule for dates and assigned readings). These quizzes will cover assigned readings from previous week and administered at the beginning of each class. Hence, it is important that students show up in class on time. Quizzes are worth 100 points in total (6 quizzes with the lowest score cancelled, 20 points each).

### **C. Personality Test & Vocational Trajectory Presentation (25%) DUE DATE: Starting Jan 18, 2022**

As a way deepening self-awareness, students are asked to take a (free) personality test at <https://personalitymax.com/>. The test must be taken outside of class time and takes about 15-20 minutes to complete with the results shown instantly.

During class and in small groups, students will be asked to share their results and their feelings and thoughts about it and the connection, if there's any, between their personality type and their chosen career or vocation (e.g. strengths and growth areas especially when dealing with life and professional challenges).

As well, they will discuss what factors or experiences led them to seek a vocation or career in counseling and/or teaching in theological education. Share critical incidences, mentors, and other life events that catapulted them at this point in their journey—both personal and professional.

The presentation should be around 12-15 minutes and worth 100 points.

**D. Career Counseling with Special Population: A Webinar (30%). DUE DATE: February 19, 2022**

Students will work in small groups to record a webinar (45-min to 1 hour) on providing career counseling with special population (e.g., people with disabilities, women, minoritized groups (African Americans, Latinx community, Asian Americans, Indigenous peoples). The group will choose a career theory covered in class and its relevance and efficacy in addressing career issues for this particular population.

The presentation should cover the following:

- A. Career Theory: Explain the selected theory and applicability for the chosen population, including its strengths and limitations.
- B. Information about the population chosen: statistics, stereotypes or misconceptions, including physical or developmental, psychological, socio-cultural, and economic variables and other issues relevant to providing career counseling with this population.
- C. Career Issues & Strategies and Interventions: provide current research related to target population, pressing career issues related to them, and career strategies and interventions available.

The webinar will be posted on **Garrett's One Drive** so the class has access to this wonderful resource.

The group project is worth 100 points.

## Criteria for Evaluation

Your grade will be determined by the following criteria:

Class Participation	15%	<b>A</b>	93-100	<b>C+</b>	79.99-77
Quizzes	30%	<b>A-</b>	92.99-90	<b>C</b>	76.99-73
Personality Test & Presentation	25%	<b>B+</b>	89.99-87	<b>C-</b>	72.99-70
Webinar: Career Counseling with Special Population	30%	<b>B</b>	86.99-83	<b>D+</b>	69.99-67
		<b>B-</b>	82.99-80	<b>D</b>	66.99-60
<b>Total Points</b>	<b>100%</b>	<b>Pass</b>	60-100	<b>Fail</b>	59.99-0.00

## Class Schedule

Date	Topics	Assignments Due
Thursday 01/13	Introductions, Course/Syllabus Review, & Introduction & Trait & Factor Theories	Read Chapter 1-2 Quiz # 1 (1-2)
Friday 01/14	Self or Group Study Occupations: Information and Theory	Read Chapter 3
Monday 01/17	Self or Group Study Myers-Briggs Type Theory	Read Chapter 6
Tuesday 01/18	Work Adjustment Theory & Holland's Theory of Types	Read Chapter 4-5 Quiz #2 (3-5)
Wednesday 01/19	Self or Group Study Late Adolescent and Adult Career Development	Read Chapter 6
Thursday 01/20	Career Development in Childhood & Adolescent Career Development	Read Chapter 7-8 Quiz #3 (6-8) P/V Student Presentation
Monday 01/24	Self or Group Study Late Adolescent and Adult Career Development	Read Chapter 9
Tuesday 01/25	Adult Career Crises and Transitions &. Constructivist and Narrative Approaches to Career Development	Read Chapter 10-11 Quiz #4 (9-11) P/V Student Presentation

Wednesday 01/26	Self or Group Study Relational Approaches to Career Development	Read Chapter 12
Thursday 01/27	Krumboltz's Social Learning Theory & Social Cognitive Career Theory	Read Chapter 13-14 Quiz #5 (12-14) P/V Student Presentation
Monday 01/31	Self or Group Study Career Decision-Making Approaches	Read Chapter 15
Tuesday 02/01	Theories in Combination	Read Chapter 16 Quiz #6 (16) Final Project TEASER

DRAFT