



**Angelo State University**  
**Department of Psychology, Sociology, and Social Work**  
**PSY 6351 010: Vocational Counseling Methods**

**Course Dates, Time, and Location**

Summer Semester, 2010: June 1, 2010 to August 5, 2010  
Tuesday and Thursday, 6:30 pm – 8:30 pm  
Academic Building, Room 213

**Instructor Contact Information**

Joel L. Carr, Ph.D., LCSW  
Assistant Professor  
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Office Hours: MTWRF 9:00 am to 10:00 am  
11:45 am to 12:45 am

**Course Description**

PSY 6351: A Survey of Vocational Counseling Methods (3-0). A course designed to analyze vocational theory, career development, and explore principles related to vocational decision making. Selected vocational assessment instruments will be used to help students gain familiarity with vocationally orientated assessment and evaluation.

**Course Introduction**

The area of vocational psychology and the counseling profession owes much to the “Father of Guidance,” Frank Parsons. Not only was Parsons a leader in the development of vocational psychology and counseling, but he was also instrumental in the development of the counseling profession. Despite the rich history of vocational counseling within the counseling profession (including counseling psychology and counselor education), some authors have suggested that many graduate students who register for a vocational counseling methods course (other course names may include vocational psychology, career development or career counseling just to name a few) do so with a sense of dread. In fact, these authors suggested that many students only take

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a vocational counseling methods course because it is required in their academic programs or for licensure as a professional counselor.

It is my goal to bring excitement to this area of applied psychology. Real life, practice applications will be discussed including your own career development. Moreover, the skills learned in this course are applicable to a wide range of applied psychology, counseling, education, and social work; for example, mental health counseling, personnel psychology, organizational psychology, career counseling, clinical social work, and educational counseling (advising) with all ages. It is my hope that you will see career development as an integral part of applied psychology. For example, counselors often discuss career related issues when working with adolescents and adults of all ages in many settings where counseling is offered. Industrial/organizational psychologists may have the opportunity to work with employees in relationship to their career development, or in the area of human resources where knowledge of vocational psychology and career development is of importance. Professionals in academic advising, higher education, and student development often work with students who have career related concerns. This course seeks to prepare you for these and other opportunities that you may encounter in your professional career.

### Course Materials

#### *Required Text:*

Sharf, R. S. (2010). *Applying career development theory to counseling* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole, Cengage Learning. ISBN: 978-0-495-80470-3

Carr, J. L. (Ed.). (2010). *Vocational counseling assessment pack*. San Angelo, TX: Angelo State University Bookstore.

#### *Recommended Supplemental Text:*

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

*COUNSELING PSYCHOLOGY STUDENTS WILL PURCHASE THE ZUNKER (2008) TEXT, I/O PSYCHOLOGY STUDENTS WILL PURCHASE THE HOLLAND (1997) TEXT, APPLIED PSYCHOLOGY AND GRADUATES STUDENTS IN HIGHER EDUCATION WILL PURCHASE THE HUGHEY ET AL (2009) OR HOLLAND (1997) TEXT, AND STUDENTS FROM OTHER MAJORS (E.G., BUSINESS ADMINISTRATION AND SO FORTH) MAY CHOOSE ONE FROM THE THREE TEXT OPTIONS.*

Hughey, K. F., Nelson, D. B., Damming, J. K., & McCalla-Wriggins, B. (Eds.). (2009). *The handbook of career advising*. San Francisco, CA: Jossey-Bass, John Wiley & Sons, Inc. ISBN: 978-0-470-37368-2

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Holland, J. L. (1997). *Making vocational choices: A Theory of vocational personalities and work environments* (3<sup>rd</sup> ed.). Lutz, FL: Psychological Assessment Resources, Inc.  
ISBN: 978-0-911907-27-8

Zunker, V. G. (2008). *Career, work, and mental health: Integrating career and personal counseling*. Thousand Oaks, CA: SAGE. ISBN: 978-1-4129-6424-1

*Internet Resources of Possible Interest:*

- Academy of Management: <http://www.aomonline.org/>
- American College Personnel Association: <http://www.myacpa.org/>
- American Counseling Association: <http://www.counseling.org/>
- American Psychological Association: <http://www.apa.org/>
- American Psychological Society: <http://www.psychologicalscience.org/>
- Association for Assessment in Counseling and Education: <http://www.theaaceonline.com/>
- National Academic Advising Association: <http://www.nacada.ksu.edu/>
- National Career Development Association: <http://ncda.org/>
- Society of Counseling Psychology: <http://www.div17.org/>
- Society for Industrial/Organizational Psychology: <http://www.siop.org/>
- Society for Vocational Psychology: <http://www.div17.org/vocpsych/>

## Grading Information

*Grading Scale:*

90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
59 or Below = F

*Point Values and Description for Assignments and Examinations:*

Instrument Administration 24%

Each student will administer the Kaufman Brief Intelligence Test, Second Edition (KBIT-2); Kaufman Test of Educational Achievement, Second Edition, Brief Form (KTEA-II-BF), Differential Aptitude Tests for Personnel and Career Assessment (DAT-PCA), Strong Interest Inventory (SII), 16 Personality Factor Questionnaire, Fifth Edition (16PF), Symptom Checklist-90 Revised (SCL-90-R) the Career Values Inventory, second edition (CVI-II), and a career counseling interview to an adult person of their choice. The scores from these instruments will be used in your final project.

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Final Project 31%

For the final project each student will write an integrative report with the standardized assessment data collected from the KBIT-2, KTEA-II-BF, DAT-PCA, SII, 16PF, SCL-90-R, CVI-II, and a career counseling interview.

Examinations 30%

There will be two (2) online, open book, multiple attempt (limited to three [3] attempts), timed, examinations in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus LockDown browser.

Professional Book Review 15%

Each student will write a book review (of a book listed on the optional text list for this course-note that these are major specific) of publishable quality for this course. This is due by week ten of the course. The book review will conform to the standards of the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* (2010).

### Course Policies

- Please do ask questions and feel free to utilize my office hours. I am here to help you and I want you to succeed.
- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University's Class Attendance Regulations, which is available on the web at: [http://www.angelo.edu/forms/pdf/2009-2010\\_Graduate\\_Catalog.pdf#page=126](http://www.angelo.edu/forms/pdf/2009-2010_Graduate_Catalog.pdf#page=126).
- Make-up examinations will be considered on a case by case basis.
- Late assignments are not accepted unless the student has a university approved absence as defined in the University Catalog.
- Treat your instructor, colleagues, and peers with respect.
- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: <http://www.angelo.edu/forms/pdf/honorcode5.pdf>.

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### **Persons with Disabilities**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: [http://www.angelo.edu/services/student\\_life/Disability\\_Services.htm](http://www.angelo.edu/services/student_life/Disability_Services.htm).

## General Course Objectives

Twelve possible learning objectives are listed below, not all of which will be relevant to this course. At the end of this course you, will be asked to evaluate the progress that you have made on each (even those that may not be relevant to this course) by using the following scale:

1. = *No apparent progress.*
2. = *Slight progress; I made small gains on this objective.*
3. = *Moderate progress; I made some gains on this objective.*
4. = *Substantial progress; I made large gains on this objective.*
5. = *Exceptional progress; I made outstanding gains on this objective.*

Course objectives that are “Essential,” “Important,” or “Minor” in relationship to the course are marked accordingly.

21. Gaining factual knowledge.
22. Learning fundamental principles.
23. Learning to apply course material.
24. Developing specific skills, competencies, and points of view by professionals in the field most closely related to this course.
25. Acquiring skills in working with others as a member of a team.
26. Developing creative capacities (e.g., writing for your term papers, article or chapter reviews, etc.).
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (e.g., science, liberal and fine arts, etc.).
28. Developing my skills in expressing myself orally or in writing.
29. Learning how to find and use resources for answering questions or solving problems.
30. Developing a clearer understanding of, and commitment to, personal values.
31. Learning to analyze and critically evaluate ideas, arguments, and points or view.
32. Acquiring and interest in learning more by asking my own questions and seeking answers.

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## Specific Course Objectives

Specific course competencies are listed below. At the end of this course, you will be asked to evaluate the progress that you have made on each of these specific course competencies by using the following scale:

- 1 = No Apparent Progress*
- 2 = Slight progress; I made small gains on this objective.*
- 3 = Moderate progress; I made some gains on this objective.*
- 4 = Substantial progress; I made large gains on this objective.*
- 5 = Exceptional progress; I made outstanding gains on this objective.*

- 48. Students will have an understanding of the historical development of vocational psychology and/or career development.
- 49. Students will be able to critically evaluate and apply selected career development theories.
- 50. Students will be able to critically evaluate and apply counseling skills in the practice of vocational psychology and/or career development.
- 51. Students will gain supervised experience selecting, administering, scoring, and interpreting selected objective measurement instruments commonly used in vocational psychology and/or career development.
- 52. Students will be able to use career data collected from diverse sources to formulate an integrated assessment, and to make appropriate recommendations based on assessment data and empirically supported career development theory.
- 53. Students will be able to apply appropriate code of ethics (i.e., ACA, APA, NACD, NACADA codes of ethics, and the TSBEP professional standards) in their practice.
- 54. Students will be able to engage in competent career development practice with diverse populations.
- 55. Students will understand how research guides practice and how practice informs research in vocational psychology and/or career development.
- 56. Students will understand how to access and utilize career related information and technology in vocational psychology and/or career development.

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## Course Schedule

Week	Discussion Topics/Readings/Assignments
Week 1 06/01-06/04	<p><b>Course Introduction</b></p> <p>Discussion Topic: Trait and Type Theories Qualifications and Ethics of Psychological Assessment</p> <p><b>Assignment: Select Participant and Obtain Informed Consent</b></p> <p>Reading: Chapter 1 (Sharf) Discussion Topic: Intro. to Career Development and Career Development Theory</p>
Week 2 06/07-06/11	<p>Reading: Chapter 2 (Sharf) Discussion Topic: Trait and Factor Theory and Applications</p> <p>Reading: Chapter 3 (Sharf) Discussion Topic: Occupational Information and Theory and Applications (Psychological and Sociological)</p> <p>Discussion Topic: Human Engagement Skills and Interviewing</p> <p><b>Assignment: Conduct Career Development Interview</b></p>
Week 3 06/14-06/18	<p>Reading: Chapter 4 (Sharf) Discussion Topic: Work Adjustment Theory and Applications</p> <p>Discussion Topic: The Strong Interest Inventory (SII): Psychometrics, Administration, Scoring, Interpretation, and Applications</p> <p><b>Assignment: SII Administration, Scoring and Interpretation</b></p>
Week 4 06/21-06/25	<p>Reading: Chapter 5 (Sharf) Discussion Topic: Holland's Theory of Types and Applications</p> <p>Discussion Topic: The Sixteen Personality Factor Questionnaire (16PF): Psychometrics, Administration, Scoring, Interpretation, and Applications</p> <p>Reading: Chapter 6 (Sharf) [the below two articles are on reserve in the library] McCaulley, M. H. (2000). Myers-Briggs Type Indicator: A bridge between counseling and consulting. <i>Consulting Psychology Journal: Practice and Research</i>, 2(52), 117-132. Pittenger, D. J. (2005). Cautionary comments regarding the Myers-Briggs Type Indicator. <i>Consulting Psychology Journal: Practice and Research</i>, 3(57), 210-221.</p> <p>Discussion Topic: Good Reasons Why You Should Not Use the MBTI in Practice</p>

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	<b>Assignment: 16PF Administration, Scoring, and Interpretation</b>
Week 5 06/28-07/02	<p>Reading: Chapter 9 (Sharf) Discussion Topic: Life-Span Theory and Applications Late Adolescent and Adult Career Development</p> <p>Reading: Chapter 10 (Sharf) Discussion Topic: Special Focus Theories Adult Career Crises and Transitions</p> <p>Discussion Topic: The Kaufman Brief Intelligence Test-II (KBIT-II): Psychometrics, Administration, Scoring, Interpretation, and Applications</p> <p><b>Assignment: KBIT-II Administration, Scoring, and Interpretation</b> <b>Assignment: Book Review Due (07/02/2010)</b></p> <p><b>Exam 1: Chapters 1-6, 06/25/2010 to 07/02/2010</b></p>
Week 6 07/05-07-09	<p>Reading: Chapter 13 (Sharf) Discussion Topic: Krumboltz's Social Learning Theory and Applications</p> <p>Discussion Topic: The Kaufman Test of Educational Achievement-II Brief Form (KTEA-II-BF): Psychometrics, Administration, Scoring, Interpretation, and Applications</p> <p><b>Assignment: KTEA-II-BF Administration, Scoring, and Interpretation</b></p>
Week 7 07/12-07/16	<p>Reading: Chapter 14 (Sharf) Discussion Topic: Social Cognitive Career Theory and Applications</p> <p>Discussion Topic: The Differential Aptitude Tests for Career and Personnel Assessment (DAT-PCA): Psychometrics, Administration, Scoring, Interpretation, and Applications</p> <p><b>Assignment: DAT-PCA Administration, Scoring, and Interpretation</b></p>
Week 8 07/19-07/23	<p>Reading: Chapter 15 (Sharf) Discussion Topic: Career Decision-Making Approaches</p> <p>Discussion Topic: The Symptom Checklist 90-Revised (SCL 90-R): Psychometrics, Administration, Scoring, Interpretation, and Applications</p> <p><b>Assignment: SCL 90-R Administration, Scoring, and Interpretation</b></p>
Week 9 07/26-07/30	<p>Reading: Chapter 16 (Sharf) Discussion Topic: Theoretical Integration-Theories in Combination and Applications</p>

	Discussion Topic: The Career Value Inventory-II (CVI-II): Psychometrics, Administration, Scoring, Interpretation, and Applications  Assignment: CVI-II Administration, Scoring, and Interpretation Assignment: Integrated Vocational Evaluation Report Due (07/30/2010)
Week 10 08/02-08/05	Discussion Topic: The Practitioner and Their Own Career Development  Exam 2: Chapters 9-10 and 13-16, 08/01/2010 to 08/05/2010

## Other Helpful Resources

### *Selected Scholarly Journals Related to Vocational Psychology, Career Counseling, and Educational Counseling (Academic and Career Advising)*

Applied Psychology: An International Review  
Career Development Quarterly  
Consulting Psychology Journal: Practice and Research  
Journal of Applied Psychology  
Journal of Career Assessment  
Journal of Career Development  
Journal of Counseling and Development  
Journal of Counseling Psychology  
Journal of Employment Counseling  
Journal of Vocational Behavior  
Measurement and Evaluation in Counseling and Education  
NACADA Journal (Academic and Career Advising Journal)  
Personnel Psychology  
The Counseling Psychologist

### *Relevant Websites*

Occupational Outlook Handbook: <http://www.bls.gov/oco/>  
O\*NET Dictionary of Occupational Titles: [http://www.dictionar-  
occupationaltitles.net/index.html](http://www.dictionar-<br/>occupationaltitles.net/index.html)  
O\*Net Online: <http://online.onetcenter.org/>  
O\*Net Resource Center: <http://www.onetcenter.org/>

### *Relevant Reference Texts and Articles*

- Alexander, P. A., & Winne, P. H. (Eds.). (2006). *Handbook of educational psychology* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Barrick, M. R., & Ryan, A. M. (Eds.). (2003). *Personality and work: Reconsidering the role of personality in organizations*. San Francisco, CA: Jossey-Bass, John Wiley & Sons, Inc.
- Brown, S. D., & Lent, R. W. (Eds.). (2008). *Handbook of counseling psychology* (4<sup>th</sup> ed.). New York, NY: John Wiley & Sons, Inc.
- Brown, S. D., & Lent, R. W. (Eds.). (2005). *Career development and counseling: Putting theory and research to work*. New York, NY: John Wiley & Sons.
- Gelso, C., & Fretz, B. (2001). *Counseling psychology* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth Group/Thomson Learning.

- Gordon, V. N. (2006). *Career advising: An academic advisor's guide*. San Francisco, CA: Jossey-Bass, John Wiley & Sons, Inc.
- Grutter, J. (2007, Summer). Selecting career assessments. *CPP Career Insider: The Newsletter for Career Development*. Retrieved January 8, 2008, from [http://www.cpp.com/content/Selecting\\_Career\\_Assessments\\_Whitepaper.pdf](http://www.cpp.com/content/Selecting_Career_Assessments_Whitepaper.pdf)
- Kapes, J. T., & Whitfield, E. A. (2002). *A counselor's guide to career assessment instruments* (4<sup>th</sup> ed.). Tulsa, OK: National Career Development Association.
- Kurzman, P. A., & Akabas, S. H. (Eds.). (1993). *Work and well-being: The occupational social work advantage*. Washington, DC: NASW Press.
- Lapan, R. T. (2004). *Career development across the K-16 years: Bridging the present to satisfying and successful futures*. Alexandria, VA: American Counseling Association.
- Leong, F. T. L., & Barak, A. (Eds.). (2001). *Contemporary models in vocational psychology: A volume in honor of Samuel H. Osipow*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- National Career Development Association. (2005). *Choosing a vocation by Frank Parsons: A reprint of the original 1909 work*. Tulsa, OK: Author.
- Niles, S. G. (Ed.). (2002). *Adult career development: Concepts, issues and practices* (3<sup>rd</sup> ed.). Tulsa, OK: National Career Development Association.
- Osborn, D. S., & Zunker, V. G. (2006). *Using assessment results for career development* (7<sup>th</sup> ed.). Belmont, CA: Thomson Higher Education.
- Peterson, N., & Gonzalez, R. C. (2005). *The role of work in people's lives: Applied career counseling and vocational psychology* (2<sup>nd</sup> ed.). Belmont, CA: Thomson-Brook & Cole.
- Roberts, B. W., & Hogan, R. (Eds.). (2001). *Personality psychology in the workplace*. Washington, DC: American Psychological Association.
- Savickas, M. L., & Lent, R. W. (Eds.). (1994). *Convergence in career development theories: Implications of science and practice*. Palo Alto, CA: CPP Books.
- Walsh, W. B., & Savickas, M. L. (Eds.). (2005). *Handbook of vocational psychology* (3<sup>rd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.