Department of Counseling and Educational Psychology
COU822: LIFESTYLE AND CAREER COUNSELING

A. Department of Counseling and Educational Psychology
COU822
LIFESTYLE AND CAREER COUNSELING
3 Credit Hours

B. COURSE DESCRIPTION: Prerequisites: COU 813, 840, 846, EPY 816.
Occupational information in educational and vocational planning; theories of vocational choice;
sociology of occupations, and interpretation and utilization of current data pertaining to career
fields.

C. TEXTBOOK: Zunker, Vernon G., Career Counseling: Applied Concepts of Life Planning,

D. COURSE OBJECTIVES: At the end of the course, the student will be able to:

A. Apply the major principles in vocational choice and career development, including career
counseling processes, techniques, and resources, including those applicable to specific
populations

B. Apply career counseling skills and career search activities/functions to their own career
development

C. Explain current issues and ideas in life style/career counseling, including ethical and legal
considerations

D. Demonstrate integration of life style/career counseling skills through the case study and the
completion of a self presentation

E. State trends and developments in the world of work, including technology-based career
development applications and strategies (i.e. computer-assisted career guidance and world-
wide web sites)

F. Use various assessment instruments in life style/career counseling

G. Use occupational information in life style/career counseling

H. Explain the interrelationships among and between work, family, gender and cultural
differences on lifestyle/career counseling

I. Demonstrate knowledge of career development theories and decision-making models, along
with program planning, organization, implementation, administration, and evaluation.

J. Increase knowledge of career, vocational, occupational and labor market information
resources, visual and print media, computer-based career information systems, and other
electronic career information systems

K. Gain knowledge of career and educational planning, placement, follow-up, and evaluation
E. COURSE OUTLINE:

Week 1 – Introduction to Course

A. Course requirements, objectives, evaluation
B. Complete Strong Interest Inventory
C. Complete Self Directed Search

Week 2 – Chapter 1

A. Historical Development
B. Industrialism
C. Parsons/Williamson/Rogers
D. Federal Arts
E. Testing Movement
F. Career Guidance Movement
G. Career Exercises

Week 3 – Chapter 2

A. Theories of Career Counseling
B. Trait Factor
C. Developmental
D. Sociological
E. Psychological
F. Decision Making
G. Career Exercises

Chapter 3

A. Motivation Theories
B. Maslow
C. Herzberg
D. McClelland
E. Cognitive-Dissonance
F. Work Adjustment
G. Work Values
H. Stress/Burnout

Week 4 – Chapter 4

A. Life style Orientation/ Evaluation
B. Life Planning Workshops
C. Simulation Exercises
D. Discuss and present career related projects/papers

Week 5 – Chapter 5

A. Classification Systems
B. ACT
C. Career Development Competencies

Chapter 6
A. DOT
B. OOH
C. Library Search Scavenger Hunt
D. Discuss/present career projects/papers

Week 6 – Chapter 7

A. Computers & Career Counseling
B. SIGI
C. Advantages/Disadvantages

Chapter 9

A. Career Resource Center
B. Resource Components

Chapter 12

A. Career Guidance in Higher Learning
B. Review of Programs
C. Career Placement
D. Field Trip to EKU Career Counseling Center and Career Development/Planning Center

Week 7 – Chapter 8

A. Assessment
B. Interpretation of SII, SDS, various other instruments
C. Interpretation of school records
D. Discuss and present career projects/papers

Week 8 – Midterm Chapters 1-9

Score/Review Test

Week 9 – Chapter 10

A. Career guidance in schools
B. Stage theorists
C. National study of 9, 13, 17 year olds

Chapter 11

A. School counselor roles in career education
B. Career education infusion in curriculum
C. Career education sequence
D. Review of career guidance programs (futures)
E. Practicing school counselor speaker
F. Self presentations

Week 10 – Chapter 13

A. Organization structure impact
B. Leadership styles
C. Vocational maturity in mid career
D. EAP
E. Retirement counseling
Chapter 14

A. Midlife crisis and career
B. Coping shells for transitions
C. Self presentations

Week 11 – Chapter 15

A. Career counseling for women
B. Special needs of women
C. Components four counseling women
D. Gender bias/fairness

Chapter 16

A. Career counseling for men
B. Gender role development
C. Special needs of men
D. Components for counseling men
E. Dual career couples
F. Research articles on gender issues and career counseling

Week 12 – Chapter 17

A. Multicultural career counseling
B. Barriers to employment
C. Culturally specific counseling strategies

Chapter 18

A. Lack of models
B. Review of career guidance programs
C. Adaptive behavior
D. Self presentation

Week 13 – Chapter 19

A. Future trends/issues
B. Job trends
C. Future organizations
D. Alternative work patterns
E. Presentation of current research articles on future trends and career counseling

Week 14 – Individual Reviews

Week 15 - Closure

F. COURSE REQUIREMENTS:

A. Mid-term exam
B. Final Exam
C. Career counseling/theory papers
D. Career History
E. Career Enhancement/theory papers, presented
F. Case study/ self presentation
G. ADDITIONAL REQUIREMENTS: None

H. EVALUATION METHODS:

Midterm (traditional assessment)……..100 points 450-500 = A
Final (traditional assessment)……. ……100 points 400-449 = B
4 projects (performance assessment)…..300 points 350-399 = C
300-349 = D
Below 300 = F

I. STUDENT PROGRESS: Students will be informed of progress prior to midterm.

J. ATTENDANCE POLICE:

Regular attendance in each class is expected. It is recognized that there are legitimate reasons for being absent. It is the responsibility of the student to discuss with the teacher the reason for each absence. Except in an emergency. The student is encouraged to contact the teacher prior to the anticipated absence. Absences may have an adverse effect on a student’s grade, including failure of the course.

K. LAST DAY TO DROP: This is determined by University policy.

L. ADA STATEMENT:
If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person on the third floor of the Student Services Building, by e-mail disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

M. ACADEMIC INTEGRITY STATEMENT

Students are advised that EKU’s Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity
Course P/N | Course Title
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COU 822 | Lifestyle & Career Counseling

**RELATIONSHIP TO:**

<table>
<thead>
<tr>
<th>CONCEPTUAL FRAMEWORK ELEMENTS</th>
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<tr>
<td><strong>CF1: Knowledge</strong> - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.</td>
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<tr>
<td><strong>CF2: Pedagogical Skills</strong> - Enables the professional educator to facilitate learning for all students.</td>
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<td><strong>CF3: Dispositions</strong> - Includes the professional attitudes, values and beliefs that support student learning and development.</td>
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<tr>
<td><strong>CF4: Technology</strong> - Focuses on preparing candidates who are able to use educational technology to help all students learn.</td>
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<td><strong>CF5: Diversity</strong> - Reflects the Unit’s commitment to preparing candidates to support learning for all students</td>
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**College of Education Conceptual Framework**

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<thead>
<tr>
<th>CF1</th>
<th>CF2</th>
<th>CF3</th>
<th>CF4</th>
<th>CF5</th>
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<tbody>
<tr>
<td>K,A, KA-2A</td>
<td>K,A</td>
<td>K, KA-2C</td>
<td>K,A</td>
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**KENTUCKY STANDARDS FOR GUIDANCE COUNSELING PROGRAMS**

<table>
<thead>
<tr>
<th>FOUNDATIONS OF SCHOOL COUNSELING</th>
<th>CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING</th>
<th>KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS</th>
<th>CLINICAL INSTRUCTION</th>
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<tr>
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<td>K,A, KA-2C</td>
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**EKU Goals**

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<tr>
<td><strong>EKU-G1.</strong> To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.</td>
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<tr>
<td><strong>EKU-G2.</strong> To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.</td>
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<td><strong>EKU-G3.</strong> To promote learning through high quality programs, research, and support services.</td>
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<td><strong>EKU-G4.</strong> To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.</td>
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<tr>
<td><strong>EKU-G5.</strong> To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.</td>
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<tr>
<th>EKU-G1</th>
<th>EKU-G2</th>
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**KERA Initiatives**

Identify the initiative number(s) for each category K-Knowledge, A-Application, E-Evaluation

<table>
<thead>
<tr>
<th>Learner Goals/Academic Expectations</th>
<th>Program of Studies: Understandings</th>
<th>Program of Studies: Skills &amp; Concepts</th>
<th>Core Content</th>
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**EPSB Themes**

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments

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<tr>
<th>COURSES</th>
<th>Diversity</th>
<th>Technology</th>
<th>Literacy</th>
<th>Code of Ethics</th>
<th>Leadership</th>
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<tr>
<td>COU 822</td>
<td>K,A</td>
<td>K.A, KA-2C</td>
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4. **CAREER DEVELOPMENT** - studies that provide an understanding of career development and related life factors, including all of the following:
   a. career development theories and decision-making models;
   b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
   c. career development program planning, organization, implementation, administration, and evaluation;
   d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
   e. career and educational planning, placement, follow-up, and evaluation;
   f. assessment instruments and techniques that are relevant to career planning and decision making;
   g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
   h. career counseling processes, techniques, and resources, including those applicable to specific populations; and
   i. ethical and legal considerations.