

**College of Education  
Division of Psychology and Counseling  
Course Syllabus**

<b>Course Title</b>	<b>Life Style and Career Development COUN 730</b>
<b>Credit Hours</b>	<b>Three</b>
<b>Instructor</b>	<b>Dr. Burton Collins – (708) 534-4516</b>
<b>Trimester</b>	<b>Fall 1999</b>
<b>Prerequisites</b>	<b>Graduate Student Status</b>

GSU ARCHIVES  
COUN 730  
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**COURSE DESCRIPTION**

This course is designed to provide an overview of the field of Career Development. It focuses on career development theories; the life long process of career development, the sources and systems of occupational and educational information, and career and leisure counseling processes.

**COURSE GOALS AND OBJECTIVES**

1. This course will focus on overview of the major career theories, concepts and principles in order to help provide a foundation for understanding the field of Career Counseling.
2. Help students locate and use career, avocation, and educational information systems including local and national sources, print media, computer-assisted career guidance, plus computer based career information and evaluation.
3. Help students become familiar with some of the current trends through the use of journal articles.
4. Help students to understand the relations of human growth and development theories to career development and education and career counseling.
5. To help each student to explore and develop their career counseling theory and integrate with their theory of personal counseling.

**EXPECTATIONS FOR STUDENTS**

1. Demonstrate a knowledge of life style and career development through theory application in class participation, completion of assignments and the final examination.
2. Demonstrate a classroom demeanor that is characterized by courtesy, respect for the ideas of others, and cooperation and an eagerness to learn.
3. Since this is a graduate level course of instruction, students are expected to possess basic college level writing skills and knowledge of APA writing style. This course will not attempt to remediate writing, spelling, typing, and organizational deficiencies. As a result, it is suggested that you seek assistance for any of these deficiencies before submitting written assignments. Each submitted assignment that is viewed to have excessive errors will receive a reduction in grade or points.

For written assistance, please contact the Office of Student Development for assistance with any of the aforementioned or other deficiencies that may prevent you from performing at the graduate level.

## TEXT

Sharf, Richard (1997). Applying Career Development Theory to Counseling, (2<sup>nd</sup> Ed.). Pacific Grove, CA; Brooks/Cole Publishing

Harris-Bowlsbey, J., Dikel, M.R., and Sampson, Jr., J.P. The Internet: A Tool for Career Planning (1<sup>st</sup> Ed.). Columbus, OH; National Career Development Association

## INSTRUCTIONAL ACTIVITIES

Each student is expected to:

1. List and describe five ways a counselor can use the Dictionary of Occupational Titles in a career counseling program. Document your suggestions with examples.

Describe the advantages and the disadvantages of using this classification system in a career counseling program for junior and senior high school students. **(Due Feb. 6, 1999)**

2. Describe and discuss the advantages and disadvantages of the following Websites (See: Internet: A Tool for Career Planning).

- a. Career Interest Game
- b. Career Planning Process
- c. Occupational Outlook Handbook
- d. Peterson's Education Center
- e. America's Job Bank
- f. Student Guide to Financial Aid

**(Due March 6, 1999)**

3. Work Autobiography (See the attached description) **(Due April 10, 1999)**

4. Final Examination – April 24, 1999

## COURSE EVALUATION

Your final grade will be based on the following point system:

- |                       |            |
|-----------------------|------------|
| 1. Website Exercise   | 100 points |
| 2. Work Autobiography | 100 points |
| 3. Final Examination  | 100 points |

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## THE WORK AUTOBIOGRAPHY

A work autobiography is a self-exploration tool used to clarify or identify work values, preferences, and interests. The process of reviewing early work related messages and experiences, combined with more recent choices and decisions usually results in greater insight. The work autobiography is meant to be a creative writing experience.

### PART I

For PART I consider the following:

- early messages you received about work, work and gender, work and other stereotypes
- early interests
- academic experiences, choices and accomplishments
- attitudes toward work
- early work experiences
- volunteer activities
- advantages/disadvantages of part-time and full-time jobs that you have held
- specific job responsibilities
- feelings about your present job
- skills needed to obtain the job
- skills acquired on the job
- similarities and differences among job choices
- jobs you applied for but didn't get
- evaluation by self and others of your performance
- patterns that emerge from any or all of the above

**THIS IS NO TIME TO BE MODEST**

### PART II

PART II of the work autobiography is the analysis and application of PART I based on the career development theory that seems most appropriate. The grade for this project reflects the depth of analysis presented in PART II. I would expect that PART I would be of A quality for everyone. It is what you do with the theory that makes the difference between A and B or B and C. PART II should be approximately five typewritten pages in length. PART I and II should equal no more than 25 pages.

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