

**The University of Lethbridge
Faculty of Education**

Education 5708OL – Counselling Psychology: Career Counselling

Course Outline, Summer 2020

Instructor: Dr. Kerry Bernes, Professor and Registered Psychologist (Alberta)

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PLEASE NOTE: THIS COURSE IS SCHEDULED SYNCHRONOUSLY VIA ZOOM FROM MONDAY TO FRIDAY FROM 9AM-12:00 NOON, STARTING ON MONDAY JULY 6 AT 9 AM AND ENDING ON TUESDAY JULY 21, 2020 AT 12:00 NOON.

Course Description:

Major career theories, and core career counselling processes of meaningful client engagement, exploration of potential, decision strategies, preparation and implementation strategies. Occupational information sources, computer-based career programs and services, and career guidance programs are evaluated from the context of theory and core career counselling processes.

Counselling Psychology: Career Counselling begins with a brief overview of the foundations for effective career planning: career planning theories and core helping skills. This overview will be followed by discussions of the role of career counselling, the nature of focused interventions, and models of career planning. With the foundation for career planning built, the course will move into discussion of, and practice with, the Five Processes Model of career planning.

Course Objectives:

Upon completion of the course, students will be able to:

1. Assess client career planning needs;
2. Apply strategies for engaging clients in the career planning process;
3. Assist clients to develop opportunities and explore options;
4. Apply planning/preparation strategies to tentative client decisions;
5. Help clients to develop appropriate support and evaluation structures for implementing career decisions;
6. Identify personal limitations as a helper, and provide effective referrals.

Required Text:

Magnusson, K. (1992). *Career counselling techniques*. Edmonton, Alberta: Life-Role Development Group.

Other Required Materials:

Ensure you have a high-bandwidth internet connection sufficient to support video streaming. In addition, your technology should have the following features:

- Video streaming (i.e., Zoom) capability
- Webcam
- Headset (built-in microphone recommended)

Recommended Books and Journals:

Alberta Advanced Education and Career Development. (1996). *Radical change in the world of work*. Edmonton: Learning Resource Distribution Centre.

Alberta Human Resources and Employment. (2006). *Multiple choices: Planning your career for the 21st century*. Edmonton: Learning Resource Distribution Centre.

Alberta Human Resources and Employment. (2002). *Change and transitions: The path from a to b*. Edmonton: Learning Resource Distribution Centre.

Alberta Human Resources and Employment. (1999). *Skills plus handbook*. Edmonton: Learning Resource Distribution Centre.

Amundson, N. (2003). *The Physics of Living*. Richmond, B.C.: Ergon Communications.

Amundson, N.E., Poehnell, G. & Pattern, M. (2005). *Careerscope: looking in, looking out, looking around*. Richmond B.C.: Ergon Communications.

Bardick, A. D., Bernes, K. B., Magnusson, K. C., & Witko, K. D. (2006). Junior High Students' Career Plans for the Future: A Canadian Perspective. *Journal of Career Development*, 32(3), 250-271.

Bardick, A. D., Bernes, K. B., Magnusson, K. C., & Witko, K. D. (2006). Junior High School Students' Occupational Aspirations. *The Alberta Counsellor*, 28(2), 3-9.

Bardick, A. D., Bernes, K. B., Magnusson, K. C., & Witko, K. D. (2005). Parents' Perceptions of their Role in Children's Career Planning. *Guidance and Counselling*, 20, 152-157.

Bardick, A. D., Bernes, K. B., Magnusson, K. C., & Witko, K. D. (2004) Junior

- High Career Planning: What Students Want. *Canadian Journal of Counselling*, 38, 104-117.
- Bendat, W., Raufman, L. & Subkennik, D. (2007). *The Career Fitness Program*. New Jersey: Pearson-Prentice Hall.
- Bernes, K. B., Bardick, A. D., & Orr, D. T. (2007). Career Guidance and Counselling Efficacy Studies: An International Research Agenda. *International Journal for Educational and Vocational Guidance*, 7, 81-96.
- Bolles, R.N. (1996). *What color is your parachute? A practical manual for job hunters and career changers*. Berkeley, CA: Ten Speed Press.
- Bloxom, J. M., Bernes, K. B., Magnusson, K. C., Gunn, T., Bardick, A. D., Orr, D. T., & McKnight, K. M. (2008). Grade 12 Student Career Needs and Perceptions of the Effectiveness of Career Development Services Within High Schools. *Canadian Journal of Counselling*, 42 (2), 79-100.
- Bronson, Po. (2003). *What should I do with my life? The true stories of people who answered the ultimate question*. New York: Random House Trade Paperbacks.
- Code, M. N., Bernes, K. B., Gunn, T., & Bardick, A. D. (2006). Adolescents' Perceptions of Career Concern: Student Discouragement in Career Development. *Canadian Journal of Counselling*, 40 (3), 160-174.
- Gelatt, H.B. (1991). *Creative Decision Making*. Menlo Park, CA: Crisp Publications.
- Herr, E. L., & Cramer, S. H. (1992). Career guidance and counselling through the lifespan: Systematic Approaches (4th ed.). New York: Harper-Collins.
- Hewitt, L, Hewitt, Al, & d'Abadie. (2005). *The Power of Focus for College Students*. Health Communications Inc.
- Magnusson, K. C., & Bernes, K. B. (2002). Comprehensive Career Needs Survey: An Overview. *Alberta Counsellor*, 27, 12-15.
- O'Neill, A. (2004). *The Dalhousie Career Portfolio: Guide to Enhancing Employability Through Transferable Skills*. Halifax, N.S.: Human Resources and Development Canada and the J.W. McConnell Family Foundation.
- Pyne, D., Bernes, K. B., Magnusson, K. C., & Poulsen, J. (2002). A Description of Junior High and Senior High School Students' Perceptions of Career and Occupation. *Guidance and Counselling*, 17, 67-72.

- Reardon, R., Lenz, J., Sampson, J. & Peterson, G. (2000). *Career Development and Planning*. Belmont, CA: Wadsworth/ Thompson Learning.
- Sharf, R. S. (1992). Applying career development theory to counselling. Pacific Grove, CA: Brooks/Cole.
- Wallace, L. (2001). School partnership program, youth in transition initiative: pick up and go kits: A comprehensive set of career development lesson plans. Alberta Human Resources and Employment: Red Deer, Alberta.
- Witko, K. D., Bernes, K. B., Magnusson, K.C., & Bardick, A. D. (2008). Senior High School Students' Occupational Aspirations. *The Alberta Counsellor*, 30 (1), 22-35.
- Witko, K. D., Bernes, K. B., Magnusson, K. C., & Bardick, A. D. (2006). Senior High Students' Career Plans for the Future: Outcomes of the Comprehensive Career Needs Survey in Southern Alberta, Canada. *International Journal for Educational and Vocational Guidance*, 6, 77-94. Also retrieved November 15, 2006 from <http://springerlink.metapress.com/content/5105113716q3856k/?p=ebaafb30d34f424d93c50337d2eed732&pi=0>
- Witko, K. D., Bernes, K. B., Magnusson, K. C., & Bardick, A. D. (2006). School Counsellor, CALM Teacher, and Health Teacher: Perceptions of Their Roles in Adolescent Career Planning. *The Alberta Counsellor*, 29(1), 12-18.
- Witko, K. D., Bernes, K. B., Magnusson, K. C., & Bardick, A. D. (2005). Senior High School Career Planning: What Students Want. *Journal of Educational Inquiry*, 6(1), 34-49. Retrieved November 11, 2005 from <http://www.literacy.unisa.edu.au/JEE/Issue6.htm>
- Zunker, V. C. (1994). Career counselling: Applied concepts of life planning (4th ed.). Pacific Grove, CA: Brooks/Cole.

Instructional Approach:

The course will follow a general learning cycle: content development, reflection on concepts, practice with concepts (where appropriate), and reflection/integration of practice with content. Examples for discussion will be drawn from actual cases provided by either instructor or students. Triads will be used for most practice sessions.

Student Evaluation:

1. Engagement/Exploration Strategy – 50% **Due: July 17, 2020**

Students will be expected to design one exercise, appropriate to the population they are (or want to be) working with, that serves to engage clients or further their exploration of options. The exercise should be described in 2-3 pages, and be sufficiently descriptive that any other member of the class could implement it. In addition to the written description, students will present their strategies (in no more than 10-15 minutes) on July 17 and 21, 2020.

2. Self-Evaluation – 50% **Due: July 17, 2020**

A hallmark of professional practice is the capacity to monitor practice and initiate action that meets developmental needs. To this end, students are expected to submit a self-evaluation that includes the following elements:

- An evaluation of self-efficacy with respect to each of the five processes discussed in the course;
- An assessment of areas for personal strengths;
- A description of areas for personal improvement; and
- A description of the next set of professional development activities that will be taken to address the areas for personal improvement.

NOTE: Unless prior arrangements have been negotiated with the instructor in advance, late assignments will not be accepted, and students will receive a score of “0” for that component of the course.

Grading:**GRADING SCHEDULE FOR GRADUATE CLASSES**

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

Note: Any course with a grade of less than **B-** cannot be considered for credit in a Faculty of Education **master's** level program. Any course with a grade of less than **B** cannot be considered for credit in a Faculty of Education **doctoral** level program.

Students with Disabilities Policy:

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

Student Conduct:

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs)

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

ATA Code of Professional Conduct:

<https://www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx>

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

College of Alberta Psychologists Standards of Practice:

<http://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

Canadian Counselling and Psychotherapy Association Code of Ethics:

<http://www.ccpa-accp.ca>

Privacy and Confidentiality:

- Although we place a heavy emphasis in this course on your own settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.
- The personal information your classmates and instructor disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.
- Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.
- While faculty, staff, and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc. there is no guarantee of confidentiality.