

**TCE 568**  
**LIFESTYLE AND CAREER DEVELOPMENT**  
**Counseling Academic Unit**  
**College of Education**

**Instructor:** Patrick Millmore, PhD, NCC, NCSC  
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**Credits:** 3  
**Quarter:** Fall, 2015  
**Time:** 9:00 – 5:00 on Friday, October 2 and Friday, December 4  
**Location:** Chemeketa Center for Business and Industry  
 626 High St. Salem OR

Office Hours: By appointment

Catalog Course Description:

Major theoretical approaches to career development; available resources for educational and occupational assessment; procedures to enhance career exploration, planning and placement. Emphasis is on the decision-making process and issues of career counseling with special populations.

Student Notices: See Appendix A.

Learning Objectives:

*At the end of the course students will be able to:*

568.1	<i>Conceptualize</i> clients from the basis of a guiding theory;
568.2	<i>Utilize</i> current computer based testing and other occupational resources in career counseling;
568.3	<i>Critique</i> career development programs for use with a variety of populations;
568.4	<i>Gain</i> experience in the use of a holistic approach towards career counseling;
568.5	<i>Assist</i> clients in movement toward achievement of their goals, utilizing effectively both basic and advanced career counseling skills, techniques, and procedures consistent with students' guiding theory;
568.6	<i>Demonstrate</i> ability in using current assessment instruments for career counseling;
568.7	<i>Examine</i> current world wide websites and other computer guidance systems relevant to career counseling theory and techniques;
568.8	<i>Deliver</i> and <i>access</i> career counseling processes, techniques and resources used for specific populations;
568.9	<i>Develop</i> and <i>maintain</i> a facilitative and ethical career counselor-client relationship.

<b>GLO #</b>	<b><i>At the end of the course students:</i></b>
1.	Conduct research or produce some other form of creative work
2.	Can demonstrate mastery of subject material in Career Development
2.3	Can demonstrate knowledge of career development issues in counseling
3.	Be able to conduct scholarly or professional activities in an ethical manner.

Relation of Course to CACREP Standards:

<b>#</b>	<b>Text of Standard</b>
II.K.4.a	Career development theories and decision-making models
II.K.4.b	Career, a vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems
II.K.4.c	Career development program planning, organization, implementation, administration, and evaluation
II.K.4.d	Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development
II.K.4.e	Career and educational planning, placement, follow-up, and evaluation
II.K.4.f	Assessment instruments and techniques that are relevant to career planning and decision making
II.K.4.g	Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites
II.K.4.h	Career counseling processes, techniques, and resources, including those applicable to specific populations
II.K.4.i	Ethical and legal considerations

Relation of Course to TSPC and CACREP School Counselor Standards:

<b>#</b>	<b>Text of Standard</b>
C.2	Knows how to design, implement, manage and evaluate programs to enhance the academic, career, and personal/social development of students.
C.4	Knows how to design, implement, manage and evaluate transition programs including school-to-work. Postsecondary planning, and college admissions counseling.
E.2	Identifies community, environmental, and institutional opportunities that enhance--as well as barriers that impede--the academic, career, and personal/social development of students.
F.4	Engage parents, guardians, and families to promote the academic, career, and personal/social development of students.
G.3	Identifies various forms of needs assessments for academic, career, and personal/social development.
H.1	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

H.2	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
H.3	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
I.1	Understands how to critically evaluate research relevant to the practice of school counseling.
J.1	Applies relevant research findings to inform the practice of school counseling.
N.2	Locates resources in the community that can be used in school to improve student achievement and success.

Relation of Course Learning Objectives to CACREP Standards: See Appendix B.

Relation of Course to University, College and Program Mission Objectives: See Appendix C.

Course Materials/Readings:

1. Curry, J. & Milsom, A. (2014). *Career Counseling in P-12 Schools*. New York, NY: Springer.
2. Dweck, C. (2007). *Mindset: The New Psychology of Success*. Ballantine Books.
3. Savitz-Romer, M. & Bouffard, S.M. (2012). *ready, willing, and able: A Developmental Approach to College Access and Success*. Cambridge, MA: Harvard Education Press.
4. Wakefield, S.M. (ed.). (2004). *Unfocused Kids: Helping Students To Focus on Their Education and Career Plans*. PRO-ED, Inc. Downloaded from <http://files.eric.ed.gov/fulltext/ED482771.pdf>

Course Websites:

Dr. Perusse Dropbox: <https://www.dropbox.com/sh/ldrjxeug2l6rg0i/afd9M1Cr9H>

National Office of School Counselor Advocacy: <http://nosca.collegeboard.org/>

Oregon Career Information System: URL: <https://oregoncis.uoregon.edu/Portal.aspx>  
Enter one of the following access codes. The password is case-sensitive.

- a. High school: think1 / hard1
- b. Middle school: think2 / hard2
- c. Business & Agency: think3 / hard3
- d. College & University: think4 / hard4

Oregon Department of Education: Oregon Framework for Comprehensive Counseling:  
<http://www.ode.state.or.us/search/results/?id=132>

American School Counselor Association: <http://www.schoolcounselor.org>

National Center for School Counseling Outcome Research:  
<http://www.umass.edu/schoolcounseling/>

National Career Development Association (NCDA) website: [www.ncda.org](http://www.ncda.org)

Occupational Information Network (O'NET): <http://online.onetcenter.org/>  
Oregon Labor Market Information System (OLMIS): <http://www.qualityinfo.org/olmisi/OlmisZine>

Buros Center for Testing: <http://www.unl.edu/buros/>

### Course Assignments:

1. Signature Assignment: College and Career Readiness for All Students
2. Canvas Assignments.

### Absences

Students are expected to attend all class meetings. Please notify the instructor if extenuating circumstances require you to miss a portion of a class.

### Evaluation:

#	Assignment	Points Possible
1	In Class Participation	40
2	Canvas Assignments	90
5	Signature Assignment: College and Career Readiness for All Students	120
<i>Total</i>		250

### Grading Scale:

Students will be assigned letter grades based upon the following criteria:

<u>Total Points</u>	<u>Letter Grade</u>
225-250 (90-100%)	A
200-224 (80-89%)	B
175-199 (70-79%)	C

150-174 (60-69%)  
Below 149

D  
F

*n.b.*, the GPA Requirement: You must achieve a minimum grade point average (GPA) of 3.00 for all courses you take at OSU as a graduate student AND for courses you include in your graduate program. Grades on transfer courses will be included in calculating the program GPA, but will not affect the GPA of courses taken at OSU. Grades below C are not accepted on a graduate program. You must meet the minimum GPA requirements before scheduling your final oral or written exam.

### **Course Schedule**

#### **Week #1:**

1. Reading Assignment:
  - a. Curry & Milsom - Ch. 1: *Ecosystemic, Developmental Career Education & Counseling in Contemporary P-12 Schools* & Ch. 2: *Professional Preparation in Career Development*
  - b. Savitz-Romer & Bouffard - Ch. 1: *More Youth, More Ready: A Developmental Understanding of Gaps in Educational Equity* & Ch. 2: *Becoming Developmentally Aware: Applying Developmental Theory to College Preparation and Planning*
  - c. *Poised to Lead: How School Counselors Can Drive College and Career Readiness* downloaded from <http://files.eric.ed.gov/fulltext/ED527908.pdf>
2. Assignment:
  - a. Complete Discussion Board Question for Week #1.
  - b. Prepare for class.

#### **Class: Friday, October 2: 0900 – 1700 @ Chemeketa Center for Business & Industry**

College & Career Readiness

A. 40-40-20

B. President Obama's 2020 College Completion Goal.

C. First Lady Obama's Reach Higher Initiative

Career Theory

Traditional Career Theory & College and Career Readiness for All Students

Shift Happens & Stages of Change

Young's Application of Bronfenbrenner's Bioecological Theory to Career

Liberation Theories

Dr. Zesty version of Planned Happenstance

What We Do vs How We Do It: Go Where You Want to Go vs Another Brick in the Wall

STEM Career Counseling

TSPC Competencies

#### **Week #2:**

1. Reading Assignment:
  - a. Curry & Milsom - Ch. 3: *Cultural Considerations in Career Development* & Ch. 5: *Career Curriculum Development*
  - b. Savitz-Romer & Bouffard - Ch. 3: *Envisioning: Forming an Identity that Includes College-Going* & Ch. 5: *Aiming: Setting Goals that Set Up Success.*
  - c. Word Doc: CCGP Lesson Plans

- d. *Eight Components of College and Career Readiness Counseling* downloaded from [http://media.collegeboard.com/digitalServices/pdf/nosca/11b\\_4416\\_8\\_Components\\_WEB\\_111107.pdf](http://media.collegeboard.com/digitalServices/pdf/nosca/11b_4416_8_Components_WEB_111107.pdf)

2. Assignment:

- a. Respond to the discussion board question for Week #2.

**Week #3:**

1. Reading Assignment:

- a. Curry & Milsom - Ch. 6: *Career Education & Counseling for Grades P-1* & Ch. 7: *Career Education & Counseling for Grades 2 & 3*
- b. Savitz-Romer & Bouffard: Ch. 6: *Organizing: Realizing College Dreams Through Self-Regulation* & Ch. 7: *Connecting: Marshaling the Support of Peers & Families*
- c. *Elementary School Counselor's Guide: NOSCA's Eight Components of College and Career Readiness Counseling* downloaded from [http://media.collegeboard.com/digitalServices/pdf/advocacy/nosca/11b-4383\\_ES\\_Counselor\\_Guide\\_WEB\\_120213.pdf](http://media.collegeboard.com/digitalServices/pdf/advocacy/nosca/11b-4383_ES_Counselor_Guide_WEB_120213.pdf)

2. Assignment:

- a. Respond to the discussion board question for Week #3

**Week #4:**

1. Reading Assignment:

- a. Curry & Milsom: Ch. 8: *Career Education & Counseling for Grades 4 & 5: Preparing for the Middle School Transition*.
- b. Dr. Michelle Jensen: Dissertation – Ch. 2 *Increasing College-Going Self-Efficacy of Elementary Students (K-5): Utilizing What We Know About Child Development Theory, Possible Selves Theory and Instructional Strategies*. Downloaded at <https://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/38569/JensenMichelleL2013.pdf?sequence=1>
- c. Dweck - Ch. 1: *The Mindsets* & Ch. 2: *Inside the Mindsets*

2. Assignment:

- a. Respond to the discussion board question for Week #4.

**Week #5:**

1. Reading Assignment:

- a. Curry & Milsom – Ch. 9: *Career Education & Counseling for Grades 6 & 7: Career & Self-Awareness*
- b. Dweck - Ch. 3: *The Truth About Ability & Accomplishment* & Ch. 7: *Where Do Mindsets Come From* & Ch. 8: *Changing Mindsets*
- c. *The Middle School Counselor's Guide: NOSCA's Eight Components of College and Career Readiness Counseling* [http://media.collegeboard.com/digitalServices/pdf/advocacy/nosca/11b-4382\\_MS\\_Counselor\\_Guide\\_WEB\\_120213.pdf](http://media.collegeboard.com/digitalServices/pdf/advocacy/nosca/11b-4382_MS_Counselor_Guide_WEB_120213.pdf)

2. Assignment:

- a. Respond to the discussion board question for Week #5.

**Week #6:**

1. Reading Assignment:
  - a. Curry & Milsom - Ch. 10: *Career Education and Counseling for Grade 8: High School Transition Planning* & Ch. 11: *Career Education & Counseling for Grade 9: Focus on Academic & Work Habits*
  - b. College Counseling Sourcebook downloaded from <http://media.collegeboard.com/digitalServices/pdf/professionals/college-counseling-source-book-7th-edition.pdf>
2. Assignment:
  - a. Respond to the discussion board question for Week #6.

**Week #7:**

1. Reading Assignment:
  - a. Curry & Milsom - Ch. 12: *Career Education & Counseling for Grade 10: Career & College Planning*
  - b. *High School Counselor's Guide: NOSCA's Eight Components of College and Career Readiness Counseling* downloaded from [http://media.collegeboard.com/digitalServices/pdf/nosca/11b-4151\\_HS\\_Counselor\\_Guide\\_web.pdf](http://media.collegeboard.com/digitalServices/pdf/nosca/11b-4151_HS_Counselor_Guide_web.pdf)
2. Assignment:
  - a. Respond to the discussion board question for Week #7.

**Week #8:**

1. Reading Assignment
  - a. Curry & Milsom - Ch. 13: *Career Education & Counseling for Grade 11: Career & College Preparation* & Ch. 14: *Career Education & Counseling for Grade 12: Postsecondary Transitions*
2. Assignment:
  - a. Respond to the discussion board question for Week #8.

**Week #9:**

1. Reading Assignment:
  - a. Curry & Milsom - Ch. 4: P-12 Career Assessment and Evaluation
  - b. Savitz-Romer & Bouffard – Ch. 4: *Believing: Seeing College as Possible and Probable*
2. Assignment:
  - a. Oregon Career Information System
  - b. Respond to the discussion board question for Week #9.

**Week #10:**

1. Reading Assignment: No reading assignment for Week #10
2. Assignment:
  - a. Get as much work done as possible on your *College and Career Readiness For All Students* assignment so you can share it in class, get feedback, and then use that feedback to finalize your plan during Week #11 and submit it on 12/12/15.

**Class: December 4: 0900 – 1700 @ Chemeketa Center for Business & Industry**

Career Assessment: Reliability, Validity, Norms

Sharing of assessment information with students  
Oregon Career Information System  
Share College and Career Readiness Plan  
Social Justice and College and Career Readiness revisited  
Challenges to College and Career Readiness for All Students  
TSPC Competencies

**Week #11:**

Final Assignment due no later than 11:00 p.m. Saturday, December 12. Submit to the Assignment Section on Canvas. Grades to be submitted by 1700 hours on Monday, December 14.

**Appendix A: Student Notices**

**Students with Disabilities Notice:**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

<http://oregonstate.edu/dept/budgets/genupol/gupdisu.htm>

**Confidentiality Notice:**

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession.

**Electronic Device Notice:**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make any noise.

**Laptop/PDA Policy:**

Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor..

**Recording Policy:**

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor.. Also, the recording of clinical material is prohibited to all students.

**Link to Statement of Expectations for Student Conduct**

<http://oregonstate.edu/admin/stucon/achon.htm>



**Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

**Use of Research Data (i.e., CACREP Standard II.I)**

Faculty will disseminate and students will discuss current published research as part of class activities.

**Class Visitor Policy**

Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**Disruptive Student Policy**

In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2). Please check the website to review what constitutes disruptive behavior. <http://oregonstate.edu/admin/stucon/disruptivebehavior.htm>