

# Career Counseling

CNL-525

3 Credits

Sep 18 - Nov 12

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## Course Description

This course provides a broad understanding of career development and related life factors including psychotherapy, career counseling techniques and processes, career development theories, decision-making models, issues of diversity, and interrelationships between work and family.

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## Instructor Contact Information

**Rebecca Richey**

Rebecca.Richey@gcu.edu

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## Class Resources

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### Career Development and Counseling: Putting Theory and Research to Work (REQUIRED)

Brown, S. D., & Lent, R. W. (2021). *Career development and counseling: Putting theory and research to work* (3rd ed.). John Wiley & Sons. ISBN-13: 9781119580355.

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### Content Outline The National Counselor Examination (NCE) (REQUIRED)

Review the "Content Outline The National Counselor Examination (NCE)," from the nbcc.org website (2022).

[https://www.nbcc.org/assets/exam/nce\\_content\\_outline.pdf](https://www.nbcc.org/assets/exam/nce_content_outline.pdf)

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### Additional Counseling Requirements (REQUIRED)

The information below is applicable to all students enrolled in any Counseling program at Grand Canyon University.

### Required Program Materials: *DSM* and *ICD*

#### ***Diagnostic and Statistical Manual of Mental Disorders (DSM)***

Students of GCU's Counseling programs are required to possess a copy of the current version of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. The manual will be used throughout your program. The *DSM* will be used from course to course, so students who already own the current edition of the manual need not purchase another. Once purchased, students should keep the manual for all subsequent classes while attending GCU and for reference after graduation.

#### ***International Classification of Disease***

Students are required to familiarize themselves with the current version of the *International Classification of Disease (ICD)* reference on the World Health Organization website.

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## Syllabus and Textbook Access

Many states require syllabi for licensure. If you are required to provide syllabi, contact your Student Service Counselor (SSC) to request official copies. Textbooks delivered via BibliU are accessible through the BibliU library upon first access to the digital classroom. It is recommended you download the BibliU app to access your textbooks. If a textbook is not delivered through BibliU, make sure to save the e-book to your computer as a PDF file. If you have trouble saving the e-book, contact GCU Technical Support.

### **Recommended Program Material:**

#### ***Publication Manual of the American Psychological Association***

GCU has made APA templates and other resources available within the Student Success Center. However, be aware that a more complete APA manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association website.

<https://www.apa.org/>

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#### **GCU General Research Lib Guide (REQUIRED)**

Read "Defining Scholarly Resources," located under the *Find Journal Articles* tab. You are required to support information provided in your assignments using scholarly resources.

<http://libguides.gcu.edu/EvaluatingSources>

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#### **APA Formatting Tutorial (REQUIRED)**

Review the APA Formatting Tutorial for formatting assistance.

<https://www.gcumedia.com/lms-resources/student-success-center/?mediaElement=1FF26538-38D0-EA11-910D-005056BDE9D6>

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#### **LopesWrite (REQUIRED)**

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite

<https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite>

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#### **Disability Accommodation Policy and Procedures Statement (REQUIRED)**

Grand Canyon University (GCU) seeks to serve all students equally. This plan is established to provide all students with equal access to GCU's programs, systems, and facilities. To receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services.

Note: GCU cannot provide accommodations that are not requested. Review the Student Disability Services section of the University Policy Handbook, located on the GCU website for specific information regarding the policy and procedures.

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#### **Methods of Instruction (REQUIRED)**

The methods of instruction for this course may include but are not limited to lectures, small and large group discussion, guest speakers, individual assignments, group assignments, discussion questions, readings, videos, and online instruction.

## **Student Performance Evaluation Criteria and Procedures** (REQUIRED)

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For specific information on the grading policies and procedures, please see the University Policy Handbook, located on the [University and Academic Policies](#) section of GCU.edu under Helpful Academic Links on the right side of the page.

## **CACREP Standards Mapping of Learning Outcomes** (REQUIRED)

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The course objectives are informed by the identified 2016 CACREP standards. Where applicable, objectives clearly identify the standards addressed. Review the "CNL-525 CACREP Standards Mapping" document to see which specific CACREP standards are mapped to the course.

CNL-525-RS-CACREPStandardsMapping.docx

## **CMHC Counselor Dispositions** (REQUIRED)

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Students in the Clinical Mental Health Counseling (CMHC) programs should refer to the "Counselor Dispositions" document located on the Clinical Mental Health Counseling (CMHC) tab located on the Student Success Center for the College of Humanities and Social Sciences.

<https://ssc.gcu.edu/#/page/chss/>

## **Clinical Mental Health Counseling e-Portfolio Requirements** (REQUIRED)

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At the end of this program, you will be required to submit an e-Portfolio. The e-Portfolio will highlight your progress and accomplishments as a developing clinical mental health counselor both academically and professionally. We recommend that you use Weebly or Google sites to create your portfolio. Attached are the portfolio requirements. Please make sure you have at least one artifact for each required section below. Please note, a few sections are optional.

From the Home Page, click on the Counseling programs drop down menu and click on the Clinical Mental Health Counseling tab. Sign into the Clinical Mental Health Counseling page and you will click on the e-Portfolio tab at the top of the page to find the related e-Portfolio documents.

<https://cce.gcu.edu>

## **Zoom Access** (REQUIRED)

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As directed by your instructor, access Zoom to complete your course assignments. For licensed accounts, Zoom can be accessed by clicking on the link below. When initially setting up your Zoom account, be sure to use your **GCU email address**.

<https://my-gcu-edu.zoom.us/>

## **GCU Zoom Resources - Counseling and Social Work** (REQUIRED)

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To set up a licensed Zoom account to use during your counseling or social work courses while you are a GCU student, review the "GCU Zoom Resources-Counseling and Social Work" document found on the "Additional College Resources" tab on the GCU College of Humanities and Social Sciences website. Note: Use your GCU student email when accessing your licensed Zoom account.

<https://ssc.gcu.edu/#/page/chss/>

## **GCU Writing Center** (REQUIRED)

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Refer to the Writing Resources located on GCU's Student Success Center website for additional guidance on completing assignments in the appropriate style and academic level.

<https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/tools/writing-center>

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### **GCU Library's Academic Writing** (REQUIRED)

Refer to the GCU Library's Academic Writing resources on the Academic Writing and Study Skills website to find writing resources and tutorials.

<https://libguides.gcu.edu/writing/WritingTutorials>

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### **CMHC and SC Counselor in Training Handbook** (REQUIRED)

Review the "CMHC and SC Counselor in Training Handbook" on the CMHC and SC Forms, Handbook, and Resources tab located on the Student Success Center for the College of Humanities and Social Sciences. Become acquainted with the expectations and program requirements to complete a successful program of study.

<https://ssc.gcu.edu/#/page/chss/>

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### **CNL-525 Student Guide to Individual Student Assessment-KPIs Presentation** (REQUIRED)

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide presentation attached.

CNL-525-StudentGuide-IndividualStudentAssessment-KPIsPresentation.PDF.pdf

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### **CNL-525 Student Guide to Individual Student Assessment-KPIs Video** (REQUIRED)

To understand individual student assessments and Key Performance Indicators (KPIs) view the Student Guide video.

<https://ssc.gcu.edu/#/media-element/9bed287d-2245-ef11-9198-005056bd1429>

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## **Topic 1: Introduction to Career Counseling**

Sep 18, 2025 - Sep 24, 2025    Max Points: 150

Objectives:

1. Identify the principles, issues, and legal concerns related to career development and career counseling.
2. Discuss the various reasons people work. [CACREP 2.F.4.e]
3. Evaluate the role of career counseling in conjunction with clinical mental health counselors. [CACREP 2.F.4.b]
4. Analyze Holland's six personality and work environment types. [CACREP 2.F.4.b]
5. Identify sources of occupational information available to clinicians and the public. [CACREP 2.F.4.c]

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## **Resources**

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### **Will I Need a License or Certification for My Job?** (REQUIRED)

Read "Will I Need a License or Certification for My Job?" from the Bureau of Labor Statistics website (2016).

<https://www.bls.gov/careeroutlook/2016/article/will-i-need-a-license-or-certification.htm>

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### **Taking a Closer Look at Telehealth** (REQUIRED)

Read "Taking a Closer Look at Telehealth," by Reinhardt, from *Counseling Today* (2019).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=134046819&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## **2020'S Hot Jobs: The Most In-Demand Jobs That Pay at Least \$60,000** (REQUIRED)

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Read "2020'S Hot Jobs: The Most In-Demand Jobs That Pay at Least \$60,000," by Crown, from *Crain's Chicago Business* (2020).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=145349447&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## **My Next Move** (REQUIRED)

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Explore the My Next Move website.

<https://www.mynextmove.org/explore/ip>

## **Bureau of Labor Statistics** (REQUIRED)

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Explore the Bureau of Labor Statistics website

<http://www.bls.gov/home.htm>

## **My Next Move** (REQUIRED)

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Explore the My Next Move website.

<https://www.mynextmove.org/>

## **Occupational Outlook Handbook** (REQUIRED)

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Read "Occupational Outlook Handbook" from the Bureau of Labor Statistics website (2016).

<http://www.bls.gov/ooh/>

## **ONET** (REQUIRED)

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Explore the O\*NET website.

<http://www.onetonline.org/>

## **Using Holland's Theory to Assess Environments** (REQUIRED)

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Read "Using Holland's Theory to Assess Environments" by Kang & Gottfredson, from *APA Handbook of Career Intervention, Volume 2: Applications* (pp. 41-56) (2015).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08458-004&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## **Career Development and Counseling: Putting Theory and Research to Work** (REQUIRED)

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Read Chapters 1, 3, and 19 in *Career Development and Counseling: Putting Theory and Research to Work*.

## **The Work Life Task: Adler's Influence on Career Counseling and Development** (REQUIRED)

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Read "The Work Life Task: Adler's Influence on Career Counseling and Development," by Stoltz & Apodaca, from *Journal of Individual Psychology* (2017).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=126358668&site=ehost->

live&scope=site&custid=s8333196&groupid=main&profile=ehost

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### **The Biggest Psychological Experiment** (REQUIRED)

Read "The Biggest Psychological Experiment," by Denworth, from *Scientific American* (2020).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=143692994&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **Enhancing Self-Help Career Planning Using Theory-Based Tools** (REQUIRED)

Read "Enhancing Self-Help Career Planning Using Theory-Based Tools," by Reardon, from *Journal of Assessment* (2017).

<https://journals-sagepub-com.lopes.idm.oclc.org/doi/full/10.1177/1069072716653376>

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### **Virtual Career Coaching: Is It the Secret to Job Placement Success?** (REQUIRED)

Read "Virtual Career Coaching: Is It the Secret to Job Placement Success?," by Schneiderman, from *Leadership Excellence* (2017).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=126842008&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **Using Holland's Theory in Employment Counseling: Focus on Service Occupations** (REQUIRED)

Read "Using Holland's Theory in Employment Counseling: Focus on Service Occupations," by Ohler & Levinson, from *Journal of Employment Counseling* (2012).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-33986-002&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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## **Assessments**

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### **Summary of Current Course Content Knowledge**

Start Date & Time	Due Date & Time	Points
Sep 18, 2025, 12:00 AM	Sep 18, 2025, 11:59 PM	0

#### Assessment Description

Academic engagement through active participation in instructional activities related to the course objectives is paramount to your success in this course and future courses. Through interaction with your instructor and classmates, you will explore the course material and be provided with the best opportunity for objective and competency mastery. To begin this class, review the course objectives for each Topic, and then answer the following questions as this will help guide your instructor for course instruction.

1. Which weekly objectives do you have prior knowledge of and to what extent?
2. Which weekly objectives do you have no prior knowledge of?
3. What course-related topics would you like to discuss with your instructor and classmates? What questions

or concerns do you have about this course?

## Class Introductions

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Start Date & Time	Due Date & Time	Points
Sep 18, 2025, 12:00 AM	Sep 20, 2025, 11:59 PM	0

### Assessment Description

Take a moment to explore your new classroom and introduce yourself to your fellow classmates. What are you excited about learning? What do you think will be most challenging?

## Topic 1 DQ 1 (Obj. 1.2)

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Start Date & Time	Due Date & Time	Points
Sep 18, 2025, 12:00 AM	Sep 20, 2025, 11:59 PM	5

### Assessment Description

Develop your own definition of the word "work." Using this definition, explain whether you think everyone naturally has a desire to work. Also, what are some ways people, in general, assess their own abilities, interests, values, personality and/or other factors that contribute to career development?

*This discussion question is informed by the following CACREP Standard:*

*2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.*

## Topic 1 DQ 2 (Obj. 1.3)

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Start Date & Time	Due Date & Time	Points
Sep 18, 2025, 12:00 AM	Sep 22, 2025, 11:59 PM	5

### Assessment Description

A client visits your office for therapy, he says that he has had severe depression because he hasn't been able to find a job for a year. Given this situation, what do you think would be important to treat first, his depression or his unemployment? Why?

*This discussion question is informed by the following CACREP Standard:*

*2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.*

## ONET Paper (Obj. 1.4 and 1.5)

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Start Date & Time	Due Date & Time	Points
Sep 18, 2025, 12:00 AM	Sep 24, 2025, 11:59 PM	100

### Assessment Traits

### Assessment Description

Navigate to the My Next Move website in Topic Resources and take the O\*NET Interest Profiler quiz. The O\*NET Interest Profiler quiz is based on Holland's theory of career choice. Holland's theory notes that the personality traits of an individual are consistent with career choice and career satisfaction. Write a paper (1,000-1,250 words) about your quiz results. Include the following in your paper and a heading for each requirement:

- Document the names and scores of your Holland Code (Referred to online as the Interest Profiler Results)
- Based on the results, list three different careers offered as potential matches for you (each should be at a different job zone/educational level)
- Identify the education required, potential outlook of the career, theoretical salary, and other information connected to the career
- Provide your opinion of how useful the website was, how easy it was to use, how well the site connected you to careers you would actually be interested in
- Discuss when, why, and how you may use this site when providing career counseling with clients
- Describe the difficulties that could be encountered if a chosen career did not include the characteristics of your Holland Code?
- Discuss how mental wellness impacts career choice and how career choice impacts mental wellness
- At least three references from the O\*Net site.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. You are allowed to use first person as appropriate in this assignment.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

*This assignment is informed by the following CACREP Standards:*

*2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.*

*2.F.4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.*

*2.F.4.i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.*

*2.F.7.j. Use of environmental assessments and systematic behavioral observations.*

### Informed Consent Acknowledgement

Start Date & Time	Due Date & Time	Points	Time Limit
Sep 18, 2025, 12:00 AM	Sep 24, 2025, 11:59 PM	20	1 hr

#### Assessment Traits

 Timed

### Assessment Description

Complete the Informed Consent Acknowledgement.

## Topic 1 Participation

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Start Date & Time	Due Date & Time	Points
Sep 18, 2025, 12:00 AM	Sep 24, 2025, 11:59 PM	20

## Topic 2: Job Satisfaction and the Influence of Race and Ethnicity on Career Choice

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Sep 25, 2025 - Oct 1, 2025 Max Points: 130

Objectives:

1. Analyze the components of the Minnesota theory of work adjustment (TWA). [CACREP 2.F.4.a, 2.F.4.d]
2. Examine how work satisfaction and work performance impact each other. [CACREP 2.F.4.d, 2.F.4.e]
3. Evaluate the influence of race and ethnicity on career choice and attainment. [CACREP 2.F.4.g, 2.F.4.j]

## Resources

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### **Multicultural and Social Justice Counseling Competencies: Practical Applications in Counseling** (REQUIRED)

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Read "Multicultural and Social Justice Counseling Competencies: Practical Applications in Counseling" located on the Counseling Today Archive webpage.

<https://ctarchive.counseling.org/2016/01/multicultural-and-social-justice-counseling-competencies-practical-applications-in-counseling/>

### **Putting Career Construction Into Context: Career Adaptability Among Refugees** (REQUIRED)

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Read "Putting Career Construction Into Context: Career Adaptability Among Refugees," by Wehrle, Kira, & Klehe, from *Journal of Vocational Behavior* (2019).

<https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0001879118300915>

### **Career Development and Counseling: Putting Theory and Research to Work** (REQUIRED)

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Read Chapters 2, 10, and 23 in *Career Development and Counseling: Putting Theory and Research to Work*.

### **Birds of a Feather Flock Together: How Congruence Between Worker and Occupational Personality Relates to Job Satisfaction Over Time** (REQUIRED)

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Read "Birds of a Feather Flock Together: How Congruence Between Worker and Occupational Personality Relates to Job Satisfaction Over Time," by Ghetta, Hirschi, Wang, Rossier, & Herrmann, from *Journal of Vocational Behavior* (2020).

<https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0001879120300373>

### **Career Problem Assessment: A Conceptual Schema for Counselor Training** (REQUIRED)

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Read "Career Problem Assessment: A Conceptual Schema for Counselor Training" by Busacca, from the

ResearchGate website (2002).

[https://www.researchgate.net/publication/251270784\\_Career\\_Problem\\_Assessment\\_A\\_Conceptual\\_Schema\\_for\\_Counselor\\_Training](https://www.researchgate.net/publication/251270784_Career_Problem_Assessment_A_Conceptual_Schema_for_Counselor_Training)

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### **Multicultural Career Counseling Competence: 5 Key Tips for Improving Practice** (REQUIRED)

Read "Multicultural Career Counseling Competence: 5 Key Tips for Improving Practice" by Orbe-Austin, from *National Career Development Association* (2010).

[https://www.ncda.org/aws/NCDA/pt/sd/news\\_article/28865/\\_PARENT/CC\\_layout\\_details/false](https://www.ncda.org/aws/NCDA/pt/sd/news_article/28865/_PARENT/CC_layout_details/false)

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### **Understanding Bias When Working With Multi-Cultural Populations** (REQUIRED)

Read "Understanding Bias When Working With Multi-Cultural Populations," by Carter, from *National Career Development Association* (2020).

[https://www.ncda.org/aws/NCDA/pt/sd/news\\_article/278313/\\_PARENT/CC\\_layout\\_details/false](https://www.ncda.org/aws/NCDA/pt/sd/news_article/278313/_PARENT/CC_layout_details/false)

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### **Immigration's Growing Impact on Counseling** (REQUIRED)

Read "Immigration's Growing Impact on Counseling," by Meyers, located on the Counseling Today Archive webpage.

<https://ctarchive.counseling.org/2016/01/immigrations-growing-impact-on-counseling/>

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### **Tests of the Theory of Work Adjustment With Economically Distressed African Americans** (REQUIRED)

Read "Tests of the Theory of Work Adjustment With Economically Distressed African Americans" by Lyons, Velez, Mehta, & Neill, from *Journal of Counseling Psychology* (2014).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-28261-015&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **Determinants of Job Satisfaction Among U.S. Federal Employees: An Investigation of Racial and Gender Differences** (REQUIRED)

Read "Determinants of Job Satisfaction Among U.S. Federal Employees: An Investigation of Racial and Gender Differences," by Lee, Robertson, & Kim, from *Public Personnel Management* (2020).

<https://journals-sagepub-com.lopes.idm.oclc.org/doi/full/10.1177/0091026019869371>

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### **Cultural Trailblazers: Exploring the Career Development of Latina First-Generation College Students** (REQUIRED)

Read "Cultural Trailblazers: Exploring the Career Development of Latina First-Generation College students," by Storlie, Mostade, & Duenyas, from *The Career Development Quarterly* (2016).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=119880751&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1>

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## **Assessments**

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### **Topic 2 DQ 1 (Obj. 2.1)**

Start Date & Time	Due Date & Time	Points
Sep 25, 2025, 12:00 AM	Sep 27, 2025, 11:59 PM	5

#### Assessment Description

Use the Theory of Work Adjustment (TWA) to explain the strengths and limitations an employer may have in providing benefits to employees? As a career counselor, how would you use this theory to aid your understanding of your client's career development?

*This discussion question is informed by the following CACREP Standards:*

*2.F.4.a. Theories and models of career development, counseling, and decision making.*

*2.F.4.d. Approaches for assessing the conditions of the work environment on clients' life experiences.*

*2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.*

### Topic 2 DQ 2 (Obj. 2.3)

Start Date & Time	Due Date & Time	Points
Sep 25, 2025, 12:00 AM	Sep 29, 2025, 11:59 PM	5

#### Assessment Description

As a career counselor, what factors do you need to consider when preparing to counsel a client regarding race and ethnicity and how would that impact the strategies you would chose to use?

*This discussion question is informed by the following CACREP Standard:*

*2.F.4.j. Ethical and culturally relevant strategies for addressing career development.*

### Race and Ethnicity Short Answer Worksheet (Obj. 2.3)

Start Date & Time	Due Date & Time	Points
Sep 25, 2025, 12:00 AM	Oct 1, 2025, 11:59 PM	100

#### Assessment Traits

 Requires LopesWrite

#### Assessment Description

Complete the "Influence of Race and Ethnicity" worksheet.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

This assignment is informed by the following CACREP Standards:

2.F.4.g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.

2.F.4.j. Ethical and culturally relevant strategies for addressing career development.

Attachments

CNL-525-RS-T2RaceandEthnicityShortAnswerWorksheet.docx

## Topic 2 Participation

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Start Date & Time	Due Date & Time	Points
Sep 25, 2025, 12:00 AM	Oct 1, 2025, 11:59 PM	20

## Topic 3: Super's Life-span Life-space Career Theory and the Influence of Social Class and Poverty on Career Choice

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Oct 2, 2025 - Oct 8, 2025    Max Points: 50

Objectives:

1. Analyze the components of Super's life-span, life-space theory of career development. [CACREP 2.F.4.a]
2. Apply the use of a life-career rainbow showing career development in multiple life roles. [CACREP 2.F.4.e]
3. Evaluate the influence of social class and poverty on career choice and attainment. [CACREP 2.F.4.g, 2.F.4.j]

## Resources

### Special Issue: Illuminating Occupations at the Heart of Social Problems (REQUIRED)

Read "Special Issue: Illuminating Occupations at the Heart of Social Problems," by Laliberte-Rudman, Simaan, & Nayar, from *Journal of Occupational Science* (2020).

<https://doi-org.lopes.idm.oclc.org/10.1080/14427591.2020.1783990>

### Self-Efficacy and Future Career Expectations of At-Risk Adolescents: The Contribution of a Tutoring Program (REQUIRED)

Read "Self-Efficacy and Future Career Expectations of At-Risk Adolescents: The Contribution of a Tutoring Program," by Rinat, from *Journal of Community Psychology* (2019).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-05521-001&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1>

### Career Development and Counseling: Putting Theory and Research to Work (REQUIRED)

Read Chapters 4 and 11 in *Career Development and Counseling: Putting Theory and Research to Work*.

### Introduction: Overview and Application of Career Development Theories (REQUIRED)

Read "Introduction: Overview and Application of Career Development Theories," by Walker, Scott, & Cawthon,  
Page 12

from *New Directions for Student Services* (2019).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=136805468&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **The Employment Situation- September 2020** (REQUIRED)

Read "The Employment Situation- September 2020," from the *Bureau of Labor Statistics* (2020).

<https://www.bls.gov/news.release/pdf/empsit.pdf>

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### **Career Meaning Making: An Essential in Life** (REQUIRED)

Read "Career Meaning Making: An Essential in Life" by Chen, from *Career Counseling and Constructivism* (2013).

<http://ebookcentral.proquest.com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=2145909&ppg=61>

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### **Integrating Existentialism and Super's Life-Span, Life-Space Approach** (REQUIRED)

Read "Integrating Existentialism and Super's Life-Span, Life-Space Approach" by Sterner, from *The Career Development Quarterly* (2012).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-15124-006&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **Tuition Costs of College and Universities** (REQUIRED)

Read "Tuition Costs of College and Universities", from *the National Center for Education Statistics*.

<https://nces.ed.gov/fastfacts/display.asp?id=76>

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### **Voluntary Midlife Career Change: Integrating the Transtheoretical Model and the Life-Span, Life-Space Approach** (REQUIRED)

Read "Voluntary Midlife Career Change: Integrating the Transtheoretical Model and the Life-Span, Life-Space Approach" by Barclay, Stoltz, & Chung, from *The Career Development Quarterly* (2011).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2012-11035-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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## **Assessments**

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### **Topic 3 DQ 1 (Obj. 3.1)**

Start Date & Time	Due Date & Time	Points
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Oct 2, 2025, 12:00 AM	Oct 4, 2025, 11:59 PM	5
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#### Assessment Description

Super's theory is very complex. Explain the basics of the theory as if you were educating a 15-year-old seeking career advice. After you have provided a response, reply to another classmate's response by asking them a challenging question about his or her explanation.

*This discussion question is informed by the following CACREP Standard:*

2.F.4.a. Theories and models of career development, counseling, and decision making.

### Topic 3 DQ 2 (Obj. 3.3)

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Start Date & Time	Due Date & Time	Points
Oct 2, 2025, 12:00 AM	Oct 6, 2025, 11:59 PM	5

#### Assessment Description

It is not unusual to hear an adult tell a child, "You can grow up to be anything you want to be." Is it ethical to tell children that they can be anything they want to be? After reading, "Special Issue: Illuminating Occupations at the Heart of Social Problems" and considering the influence of socioeconomic status on career development, is it ethical to tell clients they can be anything they want to be? What are some *Ethical and culturally relevant strategies for addressing career development with clients who live in poverty*? How could you help advocate for change regarding equal opportunity for those who live in poverty?

*This discussion question is informed by the following CACREP Standards:*

*2.F.4.g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.*

*2.F.4.j. Ethical and culturally relevant strategies for addressing career development.*

### CNL-525 Quiz 1 (Obj. 1.1, 2.2 and 3.2)

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Start Date & Time	Due Date & Time	Points	Time Limit
Oct 2, 2025, 12:00 AM	Oct 8, 2025, 11:59 PM	20	1 hr

#### Assessment Traits

 Timed

#### Assessment Description

When completing the quiz, please select the best answer.

*This quiz is informed by the following CACREP Standards:*

*2.F.4.a. Theories and models of career development, counseling, and decision making.*

*2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.*

### Topic 3 Participation

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Start Date & Time	Due Date & Time	Points
Oct 2, 2025, 12:00 AM	Oct 8, 2025, 11:59 PM	20

## Topic 4: Social Cognitive Career Theory and the Influence of Gender and Sexual Orientation on Career Choice

Oct 9, 2025 - Oct 15, 2025 Max Points: 130

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Objectives:

1. Analyze the components of social cognitive career theory.
2. Apply the interest, choice, and satisfaction models when evaluating an individual's career development. [CACREP 2.F.4.a, 2.F.4.e]
3. Evaluate the influence of gender and sexual orientation on career choice and attainment. [CACREP 2.F.4.g, 2.F.4.j]

### Resources

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#### **Perception, Reality, Choice and Support: Career and Educational Considerations for the LGBTQ+ Population** (REQUIRED)

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Read "Perception, Reality, Choice and Support: Career and Educational Considerations for the LGBTQ+ Population," by Eichel, from *Career Planning & Adult Development Journal* (2019).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=138678954&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

#### **Data and Statistics** (REQUIRED)

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Review the "Data and Statistics," section on the *U.S. Department of Labor website*.

<https://www.dol.gov/agencies/wb/data>

#### **Career and Vocational Counseling, Client#2** (REQUIRED)

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Watch "Career and Vocational Counseling, Client#2," from American Psychological Association (2005).

<https://psyctherapy-apa-org.lopes.idm.oclc.org/Title/777700411-001>

#### **Career Development and Counseling: Putting Theory and Research to Work** (REQUIRED)

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Review Chapters 5, 9, and 12 in *Career Development and Counseling: Putting Theory and Research to Work*.

#### **Managing and Coping With Sexual Identity at Work** (REQUIRED)

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Read "Managing and Coping With Sexual Identity at Work," by Chung, Chang, & Rose, from *The Psychologist* (2015).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-10553-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

#### **Gender, Sexual Orientation, and Workplace Incivility: Who Is Most Targeted and Who Is Most Harmed?** (REQUIRED)

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Read "Gender, Sexual Orientation, and Workplace Incivility: Who Is Most Targeted and Who Is Most Harmed?," by Zurbrugg & Miner, from *Frontiers in Psychology* (2016).

<https://www.ncbi-nlm-nih-gov.lopes.idm.oclc.org/pmc/articles/PMC4851979/>

### **Demystifying the Gender Pay Gap: Evidence From Glassdoor Salary Data** (REQUIRED)

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Read "Demystifying the Gender Pay Gap: Evidence From Glassdoor Salary Data," by Chamberlain, from *Glassdoor* (2016).

<https://www.classlawgroup.com/wp-content/uploads/2016/11/glassdoor-gender-pay-gap-study.pdf>

## **Assessments**

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### **Topic 4 DQ 1 (Obj. 4.2)**

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Start Date & Time	Due Date & Time	Points
Oct 9, 2025, 12:00 AM	Oct 11, 2025, 11:59 PM	5

#### Assessment Description

Watch the Career and Vocational Counseling, Client #2 video. How did the counselor gather information from the client regarding interest, choice, and job satisfaction? How did the counselor evaluate the information from the client? What other question(s) would you want to ask the client? Include at least one question in your response.

*This discussion question is informed by the following CACREP Standards:*

*2.F.4.a. Theories and models of career development, counseling, and decision making.*

*2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.*

### **Topic 4 DQ 2 (Obj. 4.1)**

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Start Date & Time	Due Date & Time	Points
Oct 9, 2025, 12:00 AM	Oct 13, 2025, 11:59 PM	5

#### Assessment Description

According to social cognitive career theory, explain why children who live in families of higher socioeconomic status may consider a wider array of career choices. How can clinicians attempt to bridge the gap for those who grew up with a lower socioeconomic status?

### **The Influence of Gender: Career Counseling Initial Session and Summary (Obj. 4.3)**

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Start Date & Time	Due Date & Time	Points
Oct 9, 2025, 12:00 AM	Oct 15, 2025, 11:59 PM	100

#### Assessment Traits

### Assessment Description

Review the "The Influence of Gender: Career Counseling Initial Session and Summary" document.

APA style is not required, but solid academic writing is expected.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

*This assignment is informed by the following CACREP Standard:*

*2.F.4.j. Ethical and culturally relevant strategies for addressing career development.*

### Attachments

CNL-525-RS-T4-InfluenceOfGenderCareerCounseling-InitialSessionAndSummary.docx  
Counseling Informed Consent Form.docx

## Topic 4 Participation

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Start Date & Time	Due Date & Time	Points
Oct 9, 2025, 12:00 AM	Oct 15, 2025, 11:59 PM	20

## Topic 5: Career Construction Theory and the Influence of Disability on Career Choice

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Oct 16, 2025 - Oct 22, 2025    Max Points: 180

Objectives:

1. Explain the components of career construction theory. [CACREP 2.F.4.a]
2. Construct a variety of questions to help a client develop their career narrative. [CACREP 2.F.4.h]
3. Evaluate the influence of disability on career choice and attainment. [CACREP 2.F.4.g, 2.F.4.j]

## Resources

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### Narratives at Work: Story Arcs, Themes, Voice, and Lessons That Shape Organizational Life (REQUIRED)

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Read "Narratives at Work: Story Arcs, Themes, Voice, and Lessons That Shape Organizational Life" by Yost, Yoder, Chung, & Voetmann, from *Consulting Psychology Journal: Practice and Research* (2015).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2015-38985-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

### 2015 NCD Code of Ethics (REQUIRED)

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Read "2015 NCD Code of Ethics" from the *National Career Development* website.

[https://www.ncda.org/aws/NCDA/asset\\_manager/get\\_file/3395](https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395)

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### **Career Challenges and Opportunities for Individuals With Physical Disabilities** (REQUIRED)

Read "Career Challenges and Opportunities for Individuals With Physical Disabilities," by Robertson & Bethea, from *Career Planning & Adult Development Journal* (2018).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=137594215&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **Identifying Aspects Concerning Ethics in Career Counseling: Review on the ACA Code of Ethics** (REQUIRED)

Read "Identifying Aspects Concerning Ethics in Career Counseling: Review on the ACA Code of Ethics" by Habbal & Habbal, from *International Journal of Business and Public Administration* (2016).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=122076859&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **Career Counseling Paradigms: Guiding, Developing, and Designing** (REQUIRED)

Read "Career Counseling Paradigms: Guiding, Developing, and Designing" by Savickas, from *APA Handbook of Career Intervention, Volume 1: Foundations* (pp. 129-143) (2015).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08457-008&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **Career Development and Counseling: Putting Theory and Research to Work** (REQUIRED)

Read Chapters 6 and 13 in *Career Development and Counseling: Putting Theory and Research to Work*.

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### **The Role of Disability in the Hiring Process: Does Knowledge of the Americans With Disabilities Act Matter?** (REQUIRED)

Read "The Role of Disability in the Hiring Process: Does Knowledge of the Americans With Disabilities Act Matter?," by Sprong, Kanako Iwanaga, Mikolajczyk, Cerrito, & Buono, from *Journal of Rehabilitation* (2019).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=140999035&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **What and Who Works: Strategies for Facilitating Work Experience Opportunities for Students Enrolled in Postsecondary Education Programs** (REQUIRED)

Read "What and Who Works: Strategies for Facilitating Work Experience Opportunities for Students Enrolled in Postsecondary Education Programs," by Scheef, from *Journal of Policy & Practice in Intellectual Disabilities* (2019).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=138851378&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **In Their Own Words: The Career Planning Experiences of College Students With ASD** (REQUIRED)

Read "In Their Own Words: The Career Planning Experiences of College Students With ASD," by Briel & Getzel, from *Journal of Vocational Rehabilitation* (2014).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cul&AN=103953065&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## **Career Development of People With Disabilities: Self-Determination as a Skill Set or a Mind-Set? (REQUIRED)**

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Read "Career Development of People With Disabilities: Self-Determination as a Skill Set or a Mind-Set?," by Kwon, from *Adult Learning* (2019).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=135877332&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## **Assessments**

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### **Topic 5 DQ 1 (Obj. 5.2)**

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Start Date & Time	Due Date & Time	Points
Oct 16, 2025, 12:00 AM	Oct 18, 2025, 11:59 PM	5

#### Assessment Description

How can you help a client with a disability, such as Autism, Down's Syndrome, and other significant mental health disorders, find a place to work, train, and/or shadow someone for a day? Provide answers specific to that population/disability. For example, for a client with Downs Syndrome, you may first help them seek employment opportunities/experiences at agencies which have hired those with Downs Syndrome previously, you may consider their specific abilities, skills, and aptitude with specific job characteristics and you may reach out to the agency on the client's behalf (with signed consents), or the client may be capable of taking initiative.

*This discussion question is informed by the following CACREP Standard:*

*2.F.4.h. Strategies for facilitating client skill development for career, educational, and life-work planning and management.*

### **Topic 5 DQ 2 (Obj. 5.3)**

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Start Date & Time	Due Date & Time	Points
Oct 16, 2025, 12:00 AM	Oct 20, 2025, 11:59 PM	5

#### Assessment Description

It has become very common for combat veterans to experience disabling injuries on their tours of duty. Explain what you could do in order to aid them in their post-military career development process. Identify any local resources that may support your endeavors.

*This discussion question is informed by the following CACREP Standards:*

*2.F.4.g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.*

*2.F.4.j. Ethical and culturally relevant strategies for addressing career development*

## Career Counseling Presentation\* (Obj. 1.4, 2.1, 3.1, 4.1, and 5.1)

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Start Date & Time	Due Date & Time	Points
Oct 16, 2025, 12:00 AM	Oct 22, 2025, 11:59 PM	150

### Assessment Traits

 Requires LopesWrite

### Assessment Description

Read the Case Study Scenarios and choose between one of the hypothetical cases of Mei Lei, Lakeesha, or Vincent. With the understanding that you are a career counselor, analyze the client's career counseling needs in accordance with one of the following career theories: Super; Holland; Dawis, & Lofquist; Krumboltz; and Lent, Brown, & Hackett. Within your analysis, explore the contextual issues within the case related to culture and family and develop a tentative plan for assisting this client with their career development needs. Create a 10-14-slide presentation that captures the following information:

- Basic demographics such as age, sex, race, and education
- Career development thus far
- Reason(s) (external and internal) for seeking career counseling
- Any unique problems or situations that may influence the counseling session (e.g., disability, economic problems, mental health problems, cultural considerations, relationships, or life roles) and how you would address these issues
- A detailed overview of your career theory of choice. Be sure to identify the major concepts associated with the theory
- An explanation of how the career theory's major concepts could be used to conceptualize (understand) your client's situation and counseling needs and/or guide your selection of helping strategies and techniques.
- Information needed for the initial assessment
- Steps in the career development process
- Four career resources (two online and two local) that may be useful in facilitating the career development of the client
- At least two career assessment tools you would use to facilitate the career development process and discuss how the results of each assessment tool may benefit the client.
- Application of one ethical principle
- Application of at least two standards from the NCDA Code of Ethics
- Referrals needed (if any)
- Include at least five scholarly references.

Title slide and reference slide are not included in the slide count. Include speaker notes below each content-related slide that represent what would be said if giving the presentation in person. Expand upon the information included in the slide and do not simply restate it. Please ensure the speaker notes include a minimum of 100 words.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

\*This assignment is recommended as a representative artifact in your e-Portfolio.

*This performance assessment assesses the Key Performance Indicator (KPI) for Career Development.*

*This assignment is informed by the following CACREP Standards:*

*2.F.4.a. Theories and models of career development, counseling, and decision making.*

*2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.*

*2.F.4.d. Approaches for assessing the conditions of the work environment on clients' life experience.*

*2.F.4.i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.*

*2.F.4.j. Ethical and culturally relevant strategies for addressing career development.*

#### Attachments

CNL-525-RS-T5CaseStudyScenarios.docx

## Topic 5 Participation

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Start Date & Time	Due Date & Time	Points
Oct 16, 2025, 12:00 AM	Oct 22, 2025, 11:59 PM	20

## Topic 6: Helping Clients Obtain Work

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Oct 23, 2025 - Oct 29, 2025    Max Points: 130

Objectives:

1. Prepare multiple interventions to be used to motivate clients in their career development. [CACREP 2.F.4.h]
2. Compare different job search methods clients may utilize. [CACREP 2.F.4.c]
3. Determine the barriers and opportunities adults may face when making career transitions. [CACREP 2.F.4.h]

## Resources

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### Optional Reading: Redirection: An Extension of Career During Retirement (OPTIONAL)

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Read "Redirection: An Extension of Career During Retirement" by Cook, from *The Gerontologist* (2015).

<https://academic.oup.com/gerontologist/article/55/3/360/586646>

### Counselling for Career Construction: Connecting Life Themes to Construct Life Portraits: Turning Pain Into Hope (REQUIRED)

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Read "Chapter 2: Need for a New Approach to Career Counselling" by Maree, from *Counselling for Career Construction: Connecting Life Themes to Construct Life Portraits: Turning Pain Into Hope* (2013).

<http://ebookcentral.proquest.com.lopes.idm.oclc.org/lib/gcu/reader.action?docID=3034861&ppg=25>

### **What Should I Include in My Federal Resume?** (REQUIRED)

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Read "What Should I Include in My Federal Resume?," from the *USAJobs website*.

<https://www.usajobs.gov/Help/faq/application/documents/resume/what-to-include/>

### **28 Percent of Workers Age 55 and Over Have Been With Their Current Employer 20 Years or More** (REQUIRED)

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Read "28 Percent of Workers Age 55 and Over Have Been With Their Current Employer 20 Years or More" by TED: The Economics Daily, from the Bureau of Statistics website (2016).

<http://www.bls.gov/opub/ted/2016/28-percent-of-workers-age-55-and-over-have-been-with-their-current-employer-20-years-or-more.htm>

### **10 Tips for Completing a Job Application to Get an Interview** (REQUIRED)

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Read "10 Tips for Completing a Job Application to Get an Interview," from *Indeed* (2019). Review the article thoroughly to learn how to help someone who has never completed an application before.

<https://www.indeed.com/career-advice/finding-a-job/completing-job-application-to-get-an-interview>

### **360° Folio Networking: Enhancing Advising Interactions and Expanding Mentoring Opportunities With ePortfolios** (REQUIRED)

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Read "360°Folio Networking: Enhancing Advising Interactions and Expanding Mentoring Opportunities With ePortfolios," by Ambrose & Chen, from *Theory Into Practice* (2015).

<http://dx.doi.org.ropes.idm.oclc.org/10.1080/00405841.2015.1077612>

### **Career Counseling Process and Outcome** (REQUIRED)

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Read "Career Counseling Process and Outcome" by Whiston & Rose, from *APA Handbook of Career Intervention, Volume 1: Foundations* (pp. 43-60) (2015).

<https://ropes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08457-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

### **The Interview Process** (REQUIRED)

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Read "The Interview Process," from the *gogovernment website* (2018).

<https://gogovernment.org/the-interview-process/>

### **How to Write a Résumé that Stands Out** (REQUIRED)

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Read "How to Write a Résumé that Stands Out" by Gallo, from *Harvard Business Review Digital Articles* (2014). Review the article thoroughly to learn how to help someone complete a résumé.

<https://ropes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=118648104&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

### **Promoting the Work Adjustment of Late Career Employees** (REQUIRED)

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Read "Promoting the Work Adjustment of Late Career Employees" by Griffin, from *APA Handbook of Career Intervention, Volume 2: Applications* (pp. 439-451) (2015).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08458-032&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

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### **Career Development and Counseling: Putting Theory and Research to Work** (REQUIRED)

Read Chapters 14, 21, and 22 in *Career Development and Counseling: Putting Theory and Research to Work*.

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### **Optional - Redirection: An Extension of Career During Retirement** (OPTIONAL)

Read "Redirection: An Extension of Career During Retirement," by Cook, from *The Gerontologist* (2015).

<https://academic.oup.com/gerontologist/article/55/3/360/586646>

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### **Narrative Counseling Following a Late-Career Job Loss (Session 1 of 3)** (REQUIRED)

Watch "Narrative Counseling Following a Late-Career Job Loss (Session 1 of 3)," by *American Psychological Association* (2006).

<https://psytherapy-apa-org.lopes.idm.oclc.org/Title/777700339-001>

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### **CNL-525 Online Placement Services Resources** (REQUIRED)

Review the Online Placement Services Resources document information about employment placement services.

CNL-525-RS-OnlinePlacementServicesResources.docx

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## **Assessments**

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### **Topic 6 DQ 1 (Obj. 6.1 and 6.3)**

Start Date & Time	Due Date & Time	Points
Oct 23, 2025, 12:00 AM	Oct 25, 2025, 11:59 PM	5

#### Assessment Description

Charles, age 47, was just informed that his job as manager of quality metrics, will be eliminated after his current company merges with another company. Charles has been with his company for 22 years after he completed his master's program in Statistics and Computation. Over the years, he has had a number of positions which were all in the sales or quality assurance department until he was promoted to manager 10 years ago. Charles was considered a very good leader by his direct-reports with regard to being open to ideas, willingness to mentor subordinates who wanted to progress in their careers, and the ability to pay close attention to the details that would impact the bigger picture in his department. Charles is now trying to figure out his next steps and wonders if this is a time for him to change careers, though he is concerned about financial support for his family. What other information would you want to know to help Charles explore his options? What interventions do you see as viable to help Charles in deciding to change careers? What job search methods will you promote for Charles to use? What challenges do you anticipate will occur as Charles goes through his job transition?

*This discussion is informed by the following CACREP Standard:*

*2.F.4.h. Strategies for facilitating client skill development for career, educational, and life-work planning and management.*

## Topic 6 DQ 2 (Obj. 6.2)

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Start Date & Time	Due Date & Time	Points
Oct 23, 2025, 12:00 AM	Oct 27, 2025, 11:59 PM	5

### Assessment Description

Explore two different job search websites. Compare how trustworthy, useful, and easy the sites appear to be. Consider which site performed better. Which one would you recommend to clients first? Include links to the sites explored in your response.

*This discussion question is informed by the following CACREP Standard:*

*2.F.4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.*

## Career Counseling Resources Short Answer Worksheet (Obj. 6.2)

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Start Date & Time	Due Date & Time	Points
Oct 23, 2025, 12:00 AM	Oct 29, 2025, 11:59 PM	50

### Assessment Traits

 Requires LopesWrite

### Assessment Description

Career exploration is a process that prepares you for future employment and connects you with professional support. It is necessary to familiarize yourself with the various job searching platforms as a first step. In 700-1,000 words, complete the short answer questions on the attachment, "Career Counseling Resources Short Answer Worksheet."

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

*This assignment is informed by the following CACREP Standard:*

*2.F.4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.*

### Attachments

CNL-525-RS-T6-CareerCounselingResourcesShortAnswerWorksheet.docx

## e-Portfolio: Curriculum Vitae/Resume

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Start Date & Time	Due Date & Time	Points
Oct 23, 2025, 12:00 AM	Oct 29, 2025, 11:59 PM	50

## Assessment Traits

 Requires LopesWrite

## Assessment Description

As part of the final e-Portfolio that is due at the end of the program, create a curriculum vitae (CV) or resume. Review GCU's career services. The CV or resume should be current.

APA style is not required, but solid academic writing is expected.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

## Topic 6 Participation

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Start Date & Time	Due Date & Time	Points
Oct 23, 2025, 12:00 AM	Oct 29, 2025, 11:59 PM	20

## Topic 7: The Influence of Personality and Relationships on Career Development

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Oct 30, 2025 - Nov 5, 2025    Max Points: 50

Objectives:

1. Summarize the impact that personality structures have on career development. [CACREP 2.F.4.e]
2. Analyze the influence of personal relationships on career development. [CACREP 2.F.4.b]

## Resources

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### **Does Personality Have a Different Impact on Self-Rated Distraction, Job Satisfaction, and Job Performance in Different Office Types?** (REQUIRED)

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Read "Does Personality Have a Different Impact on Self-Rated Distraction, Job Satisfaction, and Job Performance in Different Office Types?" by Seddigh, Berntson, Platts, & Westerlund, from *Plos ONE* (2016).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=115650424&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

### **The Influence of Work on Personality Trait Development: The Demands-Affordances Transactional (DATA) Model, an Integrative Review, and Research Agenda** (REQUIRED)

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Read "The Influence of Work on Personality Trait Development: The Demands-Affordances Transactional (DATA) Model, an Integrative Review, and Research Agenda," by Woods, Wille, Wu, Lievens, & Fruyt, from *Journal of Vocational Behavior* (2019).

<https://www-sciencedirect-com.lopes.idm.oclc.org/science/article/pii/S0001879118301477>

### **Career Development and Counseling: Putting Theory and Research to Work** (REQUIRED)

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Review Chapters 8, 18, and 20 in *Career Development and Counseling: Putting Theory and Research to Work*.

## **Toward Trauma-Informed Career Counseling** (REQUIRED)

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Read "Toward Trauma-Informed Career Counseling," by Powers and Duys, from *Career Development Quarterly* (2020).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=143594607&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## **Career Decision Self-Efficacy of Asian American Students: The Role of Curiosity and Ethnic Identity** (REQUIRED)

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Read "Career Decision Self-Efficacy of Asian American Students: The Role of Curiosity and Ethnic Identity," by Kim and Choi, from *Career Development Quarterly* (2019).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2019-13601-003&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## **Personality Across Working Life: The Longitudinal and Reciprocal Influences of Personality on Work** (REQUIRED)

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Read "Personality Across Working Life: The Longitudinal and Reciprocal Influences of Personality on Work" by Woods, Lievens, De Fruyt, & Wille, from *Journal of Organizational Behavior* (2013).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-31666-002&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## **Making the Most of the Mentoring Relationship** (REQUIRED)

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Read "Making the Most of the Mentoring Relationship," by Christenson, from *Counseling Today* (2009).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=36045662&site=eds-live&scope=site&custid=s8333196&groupid=main&profile=eds1>

## **Personality and Career Success** (REQUIRED)

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Read "Personality and Career Success," by Hogan & Chamorro-Premuzic, from *APA Handbook of Personality and Social Psychology, Volume 4: Personality Processes and Individual Differences* (pp. 619-638) (2015).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-35883-026&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## **On "New" Personality Types: An Industrial, Work, and Organizational Psychology Perspective** (REQUIRED)

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Read "On "New" Personality Types: An Industrial, Work, and Organizational Psychology Perspective," by Ones & Wiernik, from *TIP: The Industrial-Organizational Psychologist* (2019).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=134467660&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## **Assessments**

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## Topic 7 DQ 1 (Obj. 7.1)

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Start Date & Time	Due Date & Time	Points
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Oct 30, 2025, 12:00 AM	Nov 1, 2025, 11:59 PM	5
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### Assessment Description

Consider three jobs you know well, using the Big 5 model of personality from the course textbook, explain the personality traits necessary for each job (e.g., Police Officer: Openness-Moderate, Conscientiousness-High, Extraversion-Moderate, Agreeableness-Low, Neuroticism-Low). After examining these three jobs, can you see why you may or may not have been a good fit?

*This discussion question is informed by the following CACREP Standard:*

*2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.*

## Topic 7 DQ 2 (Obj. 7.2)

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Start Date & Time	Due Date & Time	Points
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Oct 30, 2025, 12:00 AM	Nov 3, 2025, 11:59 PM	5
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### Assessment Description

Consider some of the personal and professional relationships you have had up to this point in your career development. Can you think of one that really inspired you to go in a specific direction? How did this person inspire you? Do an online search about counseling mentorship and then discuss how counseling mentorship could help you attain your professional aspirations.

## CNL-525 Quiz 2 (Obj. 6.3)

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Start Date & Time	Due Date & Time	Points	Time Limit
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Oct 30, 2025, 12:00 AM	Nov 5, 2025, 11:59 PM	20	1 hr
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### Assessment Traits

 Timed

### Assessment Description

When completing the quiz, please select the best answer. Be mindful that some questions may appear subjective. Each response should derive from the content of your course text.

*This quiz is informed by the following CACREP Standard:*

*2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being,*

relationships, and other life roles and factors.

## Topic 7 Participation

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Start Date & Time	Due Date & Time	Points
Oct 30, 2025, 12:00 AM	Nov 5, 2025, 11:59 PM	20

## Topic 8: The Use of Assessment Instruments in Career Counseling

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Nov 6, 2025 - Nov 12, 2025    Max Points: 180

Objectives:

1. Evaluate how people develop interests and abilities. [CACREP 2.F.4.b]
2. Assess the importance of needs and values in career development. [CACREP 2.F.4.b]
3. Compare ability and aptitude assessments used in career counseling. [CACREP 2.F.4.i]

## Resources

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### **An Individual's Work Values in Career Development** (REQUIRED)

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Read "An Individual's Work Values in Career Development," by Choi, Kim, Jang, Jung, Ahn, Lee, & Gysbers, from *Journal of Employment Counseling* (2013).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-43376-002&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

### **Moving From Classical Test Theory to the Evaluation of Usefulness: A Theoretical and Practical Examination of Alternative Approaches to the Development of Career Tools for Job Seekers** (REQUIRED)

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Read "Moving From Classical Test Theory to the Evaluation of Usefulness: A Theoretical and Practical Examination of Alternative Approaches to the Development of Career Tools for Job Seekers," by Englert & Plimmer, from *Journal of Employment Counseling* (2019).

<https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ofs&AN=135293615&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

### **The History of Interest Inventories and Career Assessments in Career Counseling** (REQUIRED)

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Read "The History of Interest Inventories and Career Assessments in Career Counseling," by Harrington & Long, from *The Career Development Quarterly* (2013).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-07375-009&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## Personality Assessment and Career Interventions (REQUIRED)

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Read "Personality Assessment and Career Interventions," by Rossier, from *APA Handbook of Career Intervention, Volume 1: Foundations* (pp. 327-350) (2015).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-08457-018&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## Personality and Career Success (REQUIRED)

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Read "Personality and Career Success," by Hogan & Chamorro-Premuzic, from *APA Handbook of Personality and Social Psychology* (2015).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-35883-026&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## Career Development and Counseling: Putting Theory and Research to Work (REQUIRED)

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Read Chapters 15, 16, and 17 in *Career Development and Counseling: Putting Theory and Research to Work*.

## Counseling for Career Decision-Making Difficulties: Measures and Methods (REQUIRED)

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Read "Counseling for Career Decision-Making Difficulties: Measures and Methods" by Gati & Levin, from *The Career Development Quarterly* (2014).

<https://lopes.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2014-23024-001&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost>

## Vocation and Lifelong Spiritual Formation: A Christian Integrative Perspective on Calling in Mid-Career (REQUIRED)

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Read "Vocation and Lifelong Spiritual Formation: A Christian Integrative Perspective on Calling in Mid-Career," by Lemke, from *Christian Education Journal* (2020).

<https://journals-sagepub-com.lopes.idm.oclc.org/doi/full/10.1177/0739891320923562>

## Assessments

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### Topic 8 DQ 1 (Obj. 8.1)

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Start Date & Time	Due Date & Time	Points
Nov 6, 2025, 12:00 AM	Nov 8, 2025, 11:59 PM	5

#### Assessment Description

Consider some of your primary interests (hobbies, favorite media, preferable activities). How did you develop an interest in these things? What experiences helped you develop an interest? Did you have any mentors or guides who aided the process? How can counselors help clients find new interests, areas of aptitude, or hobbies?

*This discussion question is informed by the following CACREP Standards:*

*2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being,*

*relationships, and other life roles and factors.*

## Topic 8 DQ 2 (Obj. 8.3)

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Start Date & Time	Due Date & Time	Points
Nov 6, 2025, 12:00 AM	Nov 10, 2025, 11:59 PM	5

### Assessment Description

The changes anticipated for the 21st century will incorporate more telehealth counseling. What challenges can be anticipated regarding conducting career counseling through telehealth? Discuss the use of computerized assessments and video conferences? How do you see this changing the training needs of effective career counselors?

## Marginalized Group Career Counseling Paper\* (Obj. Course)

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Start Date & Time	Due Date & Time	Points
Nov 6, 2025, 12:00 AM	Nov 12, 2025, 11:59 PM	150

### Assessment Traits

 Requires LopesWrite

### Assessment Description

For this assignment you will select a specific group from the following list:

- Veterans
- Minorities
- Individuals with disabilities
- College students
- Individuals from welfare to work
- Single parents
- Displaced workers
- Late-life career loss
- Individuals with minimal work experience or large gaps in employment
- Individual changing careers

Write a paper of 1,750 to 2,100 words that can be used as a resource when working with an individual from the selected group. Use scholarly resources to support your use of a specific career theory as well as interventions with this population. The paper should include the following:

- An explanation of who the population is and why it is important for this group to receive career counseling (CACREP 2.F.4.e)
- Statistics on the group (e.g., how large, how many have employment problems, how many utilize career counseling) (CACREP 2.F.4.c)
- A discussion of career counseling theory to be used with the group (e.g., Minnesota theory of work adjustment). Include evidence supporting the use of this theory in the general population as well as within

- the group. Please note: If none is available, it is important to indicate that as well. (CACREP 2.F.4.a)
- A basic plan for counseling utilizing chosen theory (e.g., interview, use of assessment tools, explanation of theory) (CACREP 2.F.4.a, CACREP 2.F.4.i)
  - Environmental/personal barriers that may prevent the client from finding work (e.g., disability, substance use history, felony, transportation, limited computer access) and specific intervention plans to address barriers (CACREP 2.F.4.b, CACREP 2.F.4.g, CACRE 2.F.4.j)
  - Relevant and local resources available to help the client obtain work (e.g., job center, training programs, support groups) and a description of activities and supplemental materials that can be used by the individual (CACREP 2.F.4.h)
  - Based on the information listed above, provide some recommendations with regard to your plan including your opinion on whether this plan is tenable and if you think if it can work. (CACREP 2.F.4.f)
  - A discussion of how spirituality can be incorporated into career counseling. For example, when counseling a Jewish client that observes the Sabbath, the counselor would want to talk to them about considering the work schedule when looking for employment or the counselor could ask questions about purpose and value as it relates to finding employment. Please refer to the Vocation and Lifelong Spiritual Formation: A Christian Integrative Perspective on Calling in Mid-Career article for your response.
  - A minimum of eight scholarly references.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

\*This assignment is recommended as a representative artifact in your e-Portfolio.

*This performance assessment assesses the Key Performance Indicator (KPI) for Career Development.*

*This assignment is informed by the following CACREP Standards:*

*2.F.4.a. Theories and models of career development, counseling, and decision making.*

*2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.*

*2.F.4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.*

*2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.*

2.F.4.f. *Strategies for career development program planning, organization, implementation, administration, and evaluation.*

2.F.4.g. *Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.*

2.F.4.h. *Strategies for facilitating client skill development for career, educational, and life-work planning and management.*

2.F.4.i. *Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.*

2.F.4.j. *Ethical and culturally relevant strategies for addressing career development.*

## **Topic 8 Participation**

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Start Date & Time	Due Date & Time	Points
Nov 6, 2025, 12:00 AM	Nov 12, 2025, 11:59 PM	20