

## Instructor/TA Info

### Instructor Information

**Name:** Vaughn Worthen

**Office Location:** 1545 WSC

**Office Phone:** 801-422-6865



**Email:** vaughn\_worthen@byu.edu


## Course Information

### Description


This course is designed to help you understand the topic of career development, career counseling, career assessment, career program development, and ethics related to providing career services. The course will introduce you to some of the well known and frequently used theories of career development. You will be expected to understand and be able to apply the principles and some of the associated interventions associated with these theories. You will also be exposed to and learn about a variety of career assessment inventories as well as take a few of them and conduct your own self-assessment and then conduct an interview with a colleague and create an assessment report. In this process you will evaluate the psychometric properties of these assessments, the appropriate uses of various assessment instruments, and how to analyze and communicate results in helpful ways to those you work with. You will gain understanding of the importance of occupational information and helpful and valid sources for occupational information. You will examine how to differentially consider how to provide career services in diverse environments with diverse clientele and developing sensitivity to individual and cultural differences. You will learn about the ethics associated with providing career services. You will also learn about the standards associated with building and providing effective career services. We will also spend some time trying to learn and use effective counseling strategies and skills necessary for effective career counseling. You should be able to understand enough that you could engage in providing career services to individuals.

### Materials

Item	Price (new)	Price (used)
<b>Choose 1 of the following options:</b>		
<i>Option 1: 1 Item</i>		
 <a href="#">Applying Career Development Theory to Counseling 6e - Required</a> by Sharf, R	165.00	123.75
<b>OR Option 2: 1 Item</b>		
 <a href="#">Applying Career Development Theory to Counseling 6e - Required</a> by Sharf, R	220.00	120.00



**OR Option 3: 1 Item**

	<p><u>LL Applying Career Development Theory to Counseling 6e - Required</u> by Sharf, R</p>	157.00	117.75
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## Learning Outcomes

### Vocational Issues

Learn the importance of vocational issues in psychological development.

### Philosophy of counseling incorporating vocational issues

Begin developing a philosophy of counseling that incorporates vocational issues.

### Appropriate vocational interventions

Improve your ability to develop appropriate vocational interventions.

### Administering and interpreting relevant instruments

Gain competence in administering and interpreting relevant instruments.

### Career counseling

Consider how career counseling is an aspect of counseling- not a separate endeavor.

### Career assessments

Consider how career assessments are integrated into counseling.

### Multicultural career experience/awareness

Gain some multicultural career experience/awareness

### Computer based applications

Become aware of computer based applications.

## Grading Scale

Grades	Percent
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

## Grading Policy

Grades are not a statement of your personal worth. Grades do reflect effort, professionalism, the sophistication of your writing and thinking, and adherence to instructions. All papers should follow APA

format guidelines (unless otherwise specified). If you receive a grade less than you desired you may revise and resubmit with instructor approval. Late assignments will be discounted (except in the cases of legitimate emergencies). Any assignment past two weeks due will not be accepted.

### Participation Policy

I expect you to come prepared and to actively participate. We will have a better learning environment as everyone commits to being prepared and ready to engage in discussions and participate in role plays.

### Teaching Philosophy

I hope that we can engage in a joint learning experience. The more you study and prepare for class the greater opportunity to engage in significant discussions and the outcome will lead to better learning. I will seek feedback about how to make the class worthwhile and want to make sure you have the theoretical understanding, ethical knowledge, assessment skills, and intervention strategies to apply what you are learning. I believe that along with the development of content knowledge and application is the ability to become a more effective and sophisticated thinker who can critically evaluate information and arguments and base those on sound reasoning and empirical support.

### Attendance Policy

Please let me know in advance if you will not be able to make it to class (or as soon as you can after missing a class). If you miss you are still responsible for completing assignments. If you have questions or concerns please communicate with me.

## Assignments

### Assignment Descriptions

#### Chapter 7 & 8 Questions

Sep  
07

Due: Wednesday, Sep 07 at 11:59 pm

#### Chapter Questions

- You will be asked to read the assigned chapter and formulate 3 discussion questions arising from the reading. **You will submit these by email before each class period of the assigned reading.** Make sure you have a copy you can use in class, since we will use that to help us engage in effective learning discussions.
- I have attached some additional readings for each class period. *I will ask for volunteers to take responsibility for reading an article and then summarizing and teaching the class the main ideas from the article (about 10 minutes of class time).* **Send me a copy of your notes from the reading after the class.**

#### Thoughts and Application Note #1

Sep  
08

Due: Thursday, Sep 08 at 11:59 pm

#### Thoughts and Application Notes (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories.

This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

### Chapter 9 & 10 Questions

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Sep  
14

Due: Wednesday, Sep 14 at 11:59 pm

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#### Chapter Questions

- You will be asked to read the assigned chapter and formulate 3 discussion questions arising from the reading. **You will submit these by email before each class period of the assigned reading.** Make sure you have a copy you can use in class, since we will use that to help us engage in effective learning discussions.
- I have attached some additional readings for each class period. *I will ask for volunteers to take responsibility for reading an article and then summarizing and teaching the class the main ideas from the article (about 10 minutes of class time).* **Send me a copy of your notes from the reading after the class.**

### Thoughts and Application Note #2

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Sep  
15

Due: Thursday, Sep 15 at 11:59 pm

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#### Thoughts and Application Notes (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

### Chapter 2 & 3 Questions

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Sep  
21

Due: Wednesday, Sep 21 at 11:59 pm

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#### Chapter Questions

- You will be asked to read the assigned chapter and formulate 3 discussion questions arising from the reading. **You will submit these by email before each class period of the assigned reading.** Make sure you have a copy you can use in class, since we will use that to help us engage in effective learning discussions.
- I have attached some additional readings for each class period. *I will ask for volunteers to take responsibility for reading an article and then summarizing and teaching the class the main ideas from the article (about 10 minutes of class time).* **Send me a copy of your notes from the reading after the class.**

### Exploring Career Information Assignment

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Sep  
21

Due: Wednesday, Sep 21 at 11:59 pm

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This assignment requires you to explore three different information resources online. I assign two of

This assignment requires you to explore three different information resources online. I assign two of those resources and you choose a third. There is a list of things I ask you to put in the report. The instructions are in the document below:

- Exploring Career Information Assignment (2022).docx [Download \(plugins/Upload/fileDownload.php?fileId=08885c9f-zdgN-8eLP-TAzM-mq32cbebb3d2&pubhash=DWo3TyqNi253vZpN1cnmi3l0J7U7nHXzOWCXzdmxPqMNtoTBdavOclO8RZtMVIJByLVxPxO\](#)

### Thoughts and Application Note #3

Sep  
22

Due: Thursday, Sep 22 at 11:59 pm

#### Thoughts and Application Notes (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

### Thoughts and Application Note #4

Sep  
29

Due: Thursday, Sep 29 at 11:59 pm

#### Thoughts and Application Notes (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

### Chapter 4 & 5 Questions

Oct  
05

Due: Wednesday, Oct 05 at 11:59 pm

#### Chapter Questions

- You will be asked to read the assigned chapter and formulate 3 discussion questions arising from the reading. **You will submit these by email before each class period of the assigned reading.** Make sure you have a copy you can use in class, since we will use that to help us engage in effective learning discussions.
- I have attached some additional readings for each class period. *I will ask for volunteers to take responsibility for reading an article and then summarizing and teaching the class the main ideas from the article (about 10 minutes of class time).* **Send me a copy of your notes from the reading after the class.**

### Thoughts and Application Note #5

Oct

06

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**Thoughts and Application Notes** (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

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**Chapter 11 Questions & additional readings**

Oct

12

Due: Wednesday, Oct 12 at 11:59 pm

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**Chapter Questions**

- You will be asked to read the assigned chapter and formulate 3 discussion questions arising from the reading. **You will submit these by email before each class period of the assigned reading.** Make sure you have a copy you can use in class, since we will use that to help us engage in effective learning discussions.
- I have attached some additional readings for each class period. *I will ask for volunteers to take responsibility for reading an article and then summarizing and teaching the class the main ideas from the article (about 10 minutes of class time).* **Send me a copy of your notes from the reading after the class.**

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**Thoughts and Application Note #6**

Oct

13

Due: Thursday, Oct 13 at 11:59 pm

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**Thoughts and Application Notes** (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

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**Chapter 12 Questions**

Oct

19

Due: Wednesday, Oct 19 at 11:59 pm

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**Chapter Questions**

- You will be asked to read the assigned chapter and formulate 3 discussion questions arising from the reading. **You will submit these by email before each class period of the assigned reading.** Make sure you have a copy you can use in class, since we will use that to help us engage in effective learning discussions.

engage in effective learning discussions.

- I have attached some additional readings for each class period. *I will ask for volunteers to take responsibility for reading an article and then summarizing and teaching the class the main ideas from the article (about 10 minutes of class time). **Send me a copy of your notes from the reading after the class.***

### Thoughts and Application Note #7

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Oct  
20

Due: Thursday, Oct 20 at 11:59 pm

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#### Thoughts and Application Notes (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

### Chapter 13 Questions & additional readings

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Oct  
26

Due: Wednesday, Oct 26 at 11:59 pm

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#### Chapter Questions

- You will be asked to read the assigned chapter and formulate 3 discussion questions arising from the reading. **You will submit these by email before each class period of the assigned reading.** Make sure you have a copy you can use in class, since we will use that to help us engage in effective learning discussions.
- I have attached some additional readings for each class period. *I will ask for volunteers to take responsibility for reading an article and then summarizing and teaching the class the main ideas from the article (about 10 minutes of class time). **Send me a copy of your notes from the reading after the class.***

### Thoughts and Application Note #8

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Oct  
27

Due: Thursday, Oct 27 at 11:59 pm

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#### Thoughts and Application Notes (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

### Chapter 15 Questions & additional readings

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Nov  
02

Due: Wednesday, Nov 02 at 11:59 pm

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### Chapter Questions

- You will be asked to read the assigned chapter and formulate 3 discussion questions arising from the reading. **You will submit these by email before each class period of the assigned reading.** Make sure you have a copy you can use in class, since we will use that to help us engage in effective learning discussions.
- I have attached some additional readings for each class period. *I will ask for volunteers to take responsibility for reading an article and then summarizing and teaching the class the main ideas from the article (about 10 minutes of class time).* **Send me a copy of your notes from the reading after the class.**

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### Thoughts and Application Note #9

Nov  
03

Due: Thursday, Nov 03 at 11:59 pm

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### Thoughts and Application Notes (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

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### Additional Readings

Nov  
09

Due: Wednesday, Nov 09 at 11:59 pm

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### Chapter Questions

- You will be asked to read the assigned chapter and formulate 3 discussion questions arising from the reading. **You will submit these by email before each class period of the assigned reading.** Make sure you have a copy you can use in class, since we will use that to help us engage in effective learning discussions.
- I have attached some additional readings for each class period. *I will ask for volunteers to take responsibility for reading an article and then summarizing and teaching the class the main ideas from the article (about 10 minutes of class time).* **Send me a copy of your notes from the reading after the class.**

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### Women and Career Issues

Nov  
10

Due: Thursday, Nov 10 at 11:59 pm

This assignment is designed to help you explore an area of interest related to women and career. Here is the assignment.

- Women and Career Assignment (2022).docx [Download \(plugins/Upload/fileDownload.php?fileId=e98ce4b0-6rnO-CQ0w-YX9r-iF2d5076d47f&pubhash=Eli\\_hko6LSJp6rotHmA\\_MJLCF5xW23NZ7hPbW347aLrgKMEdCumwPluHsj286zPc8EilsDZww](#)



## Thoughts and Application Note #10

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Nov  
10

Due: Thursday, Nov 10 at 11:59 pm

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### Thoughts and Application Notes (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

## Chapter 6 & 14 Questions

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Nov  
16

Due: Wednesday, Nov 16 at 11:59 pm

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### Chapter Questions

- You will be asked to read the assigned chapter and formulate 3 discussion questions arising from the reading. **You will submit these by email before each class period of the assigned reading.** Make sure you have a copy you can use in class, since we will use that to help us engage in effective learning discussions.
- I have attached some additional readings for each class period. *I will ask for volunteers to take responsibility for reading an article and then summarizing and teaching the class the main ideas from the article (about 10 minutes of class time).* **Send me a copy of your notes from the reading after the class.**

## Thoughts and Application Note #11

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Nov  
17

Due: Thursday, Nov 17 at 11:59 pm

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### Thoughts and Application Notes (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

## Career Counseling/Advising Observations

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Dec  
01

Due: Thursday, Dec 01 at 11:59 pm

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### Career Counseling/Advising Observations

- **You are asked to observe 3 sessions of career counseling/advising and then write up your observations.** I have arranged with the University Advisement Center (2500 WSC) to let you

observe them providing career advising/counseling/inventory interpretations. If you want to observe career counseling occurring at UVU, Deseret Industries, or some other setting you may

also work that out with these sites on your own. If you decide to observe career counseling/advising in the University Advisement Center, you will be asked to contact Pam Huston (801) 422-5747 [pam\\_huston@byu.edu](mailto:pam_huston@byu.edu) the day you want to observe. They try to see students within a 24 hour time frame. She will then look up the appointments that are coded career, career choosing a major, or career test interpretation. You will be told the time and the advisor they are meeting with. It will be your responsibility to call or email them to see if it would be okay with that advisor if you observe the session.

- Make sure you submit your notes from these observations by the due date.
- Here are some things to comment upon in your notes: what was the nature of the need expressed by the student? What was the attitude or approach of the student? What do you think went well? What do you think might have been done to be more helpful? What did you learn from this experience? (List the date and the advisor/counselor you observed for each observation.)

### Thoughts and Application Note #12

Dec  
01

Due: Thursday, Dec 01 at 11:59 pm

#### Thoughts and Application Notes (120 points)

- After each class period you will write a brief 1-2 page (don't worry about APA formatting) reaction paper that will outline your thoughts regarding the ideas presented during class and their potential application in your work (12 total - look on the schedule for when they are due).
- Begin compiling a list of interventions you could use with clients based on each of these theories. This list of interventions and applications will be graded separately at the end of the course. I expect at least 25 interventions.

#### Interventions and Applications Compilation

Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

With each class period and the accompanying readings you will be asked to send me your thoughts and application ideas. This assignment is based on those application thoughts. Create possible interventions you could use with your clients. For example, using a card sort to facilitate an exploration of interests or values or having clients write three success experiences and the skills that they demonstrated in those success experiences. They can be standard/traditional kind of interventions or creative/unique applications. This is to help you think about how to apply the theories we will cover in this course. Turn in a compilation of all of the interventions you have created before the time of the scheduled final exam. I expect at least 25 interventions.

It is probably easier if you create this as you go through the course rather than compile it at the end.

#### Mid-Term

Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

Mid-Term (120) The midterm is a take-home exam. This exam is open book, open note, open instructor, and open colleague. Most of the questions will come from material that is in your readings and has been discussed in class. However, you are responsible for the assigned readings and some questions may address material in the readings that has not been discussed in class. The format for

the exams will be short essay.

### Your Career Story (so far)

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Dec  
08

Due: Thursday, Dec 08 at 11:59 pm

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#### *Your Career Story (so far)*

**Purpose:** Analyze your own career development and apply theory to that analysis.

**Length:** 12 to 15 pages (double spaced).

**Assignment:** Understanding your own career story and the influences, themes, barriers, and aspirations you have and are encountering that help you to be aware of and sensitive to the issue your clients will come with in your career counseling practicum. Consider the influence of your genetics, the variety of cultural factors you were influence by, family traditions/messages/rules/scripts, socioeconomic factors that might have led to privilege or lack thereof, friends who might have supported or encouraged you, and important role models that influenced you. See if you can identify themes that matter to you like the most important values driving you, interests that are attending to in your career, and skills/abilities that you have and are working on developing. Examine any barriers you have encountered (bullying, financial, family pressures, failures, lack of skill), the worries and anxieties you have or are experiencing (your confidence, your fears, the uncertainties and questions), and any disappointments or lost opportunities (I didn't make the HS team, didn't get a scholarship). Think about your dreams (ideals), goals (what you are willing to work for), and what you might want said about you at your funeral (which generally identifies the things that really mattered). Think about events, people, experiences and think about various stages in your life so far. What influenced your gender role thinking and prestige level aspirations? You might also reflect on any specific career assessments or interventions you were involved in in your elementary, middle school, or high school experiences. What chance or unplanned events have influenced you? Now add to these reflections why these had an impact and have led you to be the person you are currently and contributed to your career identity.

Because this class focuses on theory to help explain career development, choice, and adjustment I will expect you to integrate theory into your paper. You have the latitude to use the theories covered in this class or any psychological theories that help you explain your career development and direction. This is designed to help you understand and apply theory to real life as well as helping you to see how theory helps us to explain behavior and become more intentional in our work with our clients. ***Please reference at least 3 theories.***

#### **Evaluation Criteria:**

- *Quality of your writing:* 30%
- *Thoughtfulness of your analysis of your own career development:* 40%
- *Integration of theory to help explain your career development:* 30%

Said in another way, you can lose points for writing that is vague, unclear, unorganized, where the analysis seems superficial and unsophisticated, and the integration of theory is missing, not connected well to your experience, and does not demonstrate an understanding of the theory.

I hope you will find this assignment meaningful, insightful, and helpful to you and to those you will serve.

## Final Exam

Dec  
15

Due: Thursday, Dec 15 at 11:59 pm

Here is the final exam:

Final Exam 2015.doc [Download \(plugins/Upload/fileDownload.php?fileId=66bcafd4-hUZ3-NwUt-Zwiw-Cg4c68c37474&pubhash=fc7bEIMCFgUjpMUD1EktDVmFIYU0j0K3uo7rHgoHhDffDF1iRtTucLNOjOqSAfOtLWt7LYPHTx6M04](#)

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.bvu.edu/equal-ooportunity>) for help.

## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or

about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of

another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### **Diversity and Inclusion in the Classroom**

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

## **Schedule**

Date	Column 1
Week 1	
M Aug 29 Monday	

Th Sep 01 Thursday

## ***Introduction, course review, history of career development, is***

### **Career Counseling role play**

#### **Review Career Development History**

- History of Career Counseling and Development (2019).pptx [Download](#)

#### **Career Questions and Issues**

- Career Discussion Questions (2016).pptx [Download](#)

#### **View Mark Savickas' NCDA keynote address (51 minutes):**

- <https://www.youtube.com/watch?v=rJC6e2caZ6E>

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### **WATCH THIS BEFORE THE FIRST CLASS PERIOD.**

### **TAKE NOTES ON THE THINGS THAT REALLY STOOD OUT TO**

- [Mark Savickas Unplugged](#)

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#### **View Dick Bolles story (author of "What Color is Your Parachute?") (34 minutes):**

- <https://www.youtube.com/watch?v=M6piFMiypPE>

Here is another from Dick Bolles on "How to Decide What You'll Be Doing Five Years from now (on your own)."

- <https://www.youtube.com/watch?v=oeP6Pm3Xf-8>

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### **Reading assignment for today**

#### **Read Chapter 1 *Introduction***

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	<b>Counseling Skills Role Plays</b> <ul style="list-style-type: none"><li>• Practicing Basic Helping Skills (HandoutR).docx <a href="#">Download</a></li></ul>
Week 2	
W Sep 07 Wednesday	



Th Sep 08 Thursday

### **Role Play (Initial Contact)**

- Role Plays - First contact.docx [Download](#)

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### ***Career Development in Childhood & Adolescence* (Super's Theory of Self-Creation, Circumscription, and Compromise)**

#### **Review and discuss Chapter 7 *Career Development in Childhood & Chap***

Super's Model of Career Development for Children (2017).pptx [Download](#)

Linda Gottfredson (Theory 2008 Steve Smith).ppt [Download](#)

Super's Theory (2017).pptx [Download](#)

#### **View** (14 minutes):

- [http://www.ted.com/talks/sarah\\_jayne\\_blakemore\\_the\\_mysterious\\_workings\\_](http://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_)

#### **View** (15 minutes):

- [To Find Work You Love, Don't Follow Your Passion \(Benjamin Todd - 15:04\)](#)

#### **View** (Richard Bolles Parts 1-4) (25 minutes):

- <https://www.youtube.com/watch?v=Sxrhyo2MIWo>
- [https://www.youtube.com/watch?v=HN\\_kPI16LEk](https://www.youtube.com/watch?v=HN_kPI16LEk)
- <https://www.youtube.com/watch?v=HRBYTFFYsCE>
- [https://www.youtube.com/watch?v=ru\\_u\\_Z9irBo](https://www.youtube.com/watch?v=ru_u_Z9irBo)

	<p><b>Career Counseling Circle</b> (<i>Getting started: Building rapport, clarifying expectations</i>)</p> <hr/> <p><b>Reading assignment for today</b></p> <p><b>Read Chapter 7 <i>Career Development in Childhood &amp; Change</i></b></p> <hr/> <p><b>Assignment for 9/22/2022</b> (Two weeks)</p> <ul style="list-style-type: none"><li>• Exploring Career Information Assignment (2022).docx <a href="#">Download</a></li></ul>
Week 3	
W Sep 14 Wednesday	

Th Sep 15 Thursday

## ***College student and Adult Career Development/Adult C***

- valuescardsort.pdf [Download](#)
  
- Super's Life Career Rainbow/Adult Life Stages/Career Patterns of Wom
  - Super's Theory (2016).pptx [Download](#)
  - [Super's Salience Inventory Manual](#)
  
- Schlossberg's theory of transitions/Models of Transition and crises
  - Schlossberg Transition Theory.pdf [Download](#)
  - <https://www.youtube.com/watch?v=dSjNMCyVE-E>
  - A Model for Analyzing Human Adaptation to Transition - Schlossberg - 19
  
- [Nancy Schlossberg in a recent entertaining and informing address \(60+ mi](#)
  
- Hopson and Adams's Model of Adult Transitions
  - <https://www.slideshare.net/suechowhry/transition-cycle>
  
- Career crises affecting women & culturally diverse populations)

### **View "Why 30 is not the new 20"**

- [http://www.ted.com/talks/meg\\_jay\\_why\\_30\\_is\\_not\\_the\\_new\\_20?langua](http://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20?langua)
- 



MegJay\_2013-480p (Thirties is not the new twenties).mp4

### **View Career Coaching demonstration (37 minutes):**

- <http://search.alexanderstreet.com/view/work/1655620>

### **View Steve Jobs "How to Live Before You Die" (15 minutes):**

- [http://www.ted.com/talks/steve\\_jobs\\_how\\_to\\_live\\_before\\_you\\_die](http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die)

**Career Counseling Circle** (*Getting started: Building rapport, clarifying exper*

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## **Reading assignment for today**

**Read Chapter 9** *Late Adolescent and Adult Career Development Transitions*

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## **CAREER ASSESSMENT ASSIGNMENT** (For Thursday, S

**Take Career Assessments (see the assessments below September 29th. They need to be completed at least 3 c be scored. Here is the instructions for taking them online**

- The Strong Interest Inventory (SII) costs \$10.95
- The Myers Briggs Type Inventory (MBTI) costs \$19.95
- The TypeFocus is free

***You will be sent a link sometime on September 15th or instruments.*** If you don't receive this email invitation, then Assessment Tests

**Please take all 3.** We will be reviewing them in class.

**Also, take the following free assessments:**

- Signature Strengths (24 strengths)
- O\*NET Interest Profiler (Free)
- Work Importance Locator instrument
- Work Values Matcher

W Sep 21 Wednesday

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Th Sep 22 Thursday

## ***Trait and Factor Theory & Occupational Information an***

**View** Dick Bolles (5 Minutes):

- [Becoming an Information Expert](#)
  
- *Gaining self understanding* (aptitudes, achievement, interests, values, person

### **Free assessments**

- [List and links to free assessments](#)
- [Monter.com's list of free assessments](#)
- [Another list of free assessments](#)

### **Skills Assessment**

- [CareerOneStop \(Dept. of Labor\) skills assessment](#)
- [Career Skills Assessment Exercise](#)

### **Interests Assessment**

- [CareerOneStop \(Dept. of Labor\) Interest assessment](#)

### **Values Assessment**

- [CareerOneStop \(Dept. of Labor\) Work Values Assessment](#)
- [Work Values Test](#)

- ***Obtaining knowledge about the World of Work*** (Types of occupational

- ***Integrating information about oneself and the World of Work*** (applyi

- ***Diamond Model***

- Vaughn Diagram Diamond Model.pptx [Download](#)

- The Big Debate about the Future of Work (9:02)

- Racial Wealth Gap (16:12)

- **Labor Market (U.S.)**

- Occupational Outlook Handbooks and ONET
- Youth employment (**review pages 66-68**)
- Status Attainment Theory (**review pages 70-71**)
  - Sociological theory (Blau & Duncan 1967)
    - Identified 4 variables
      - Antecedent variables (Father's educational attainment and occu
      - Intervening variables (educational attainment and first job status
  - The model posited that the social status of an individual's parents af effects the occupational level achieved.
- Human Capital Theory (**Review pages 73-74**)
  - Human Capital Theory presentation
- Women and discrimination in the work place
- Culturally diverse individuals and discrimination

**View:**

- <https://www.utah.gov/employment/careers/>
- <https://jobs.utah.gov/jobseeker/career/index.html>
- <http://www.bls.gov/ooh/>
- <http://www.onetonline.org/>
  - [https://www.doleta.gov/programs/onet/eta\\_default.cfm](https://www.doleta.gov/programs/onet/eta_default.cfm)
- <http://ncda.org/aws/NCDA/pt/sp/resources>

- [BYU University Career Services](#)

**Career Counseling Circle** (*Getting started*: Identifying concerns and issues already done, evaluating career maturity - **introduce the card sort procedu**

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### **Reading assignment for today**

**Read Chapter 2 *Trait and Factor Theory* & Chapter 3 *Occi***

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**Due today: *Exploring Career Information Assignment***

Week 5



Th Sep 29 Thursday

**Review Assessment instruments** (Make sure you have a full class period, which means at least 72 hours before class to be sent to you to take the Strong Interest Inventory (SII) and then links to the other assessments below.

- [Strong Interest Inventory Information site](#)
  
- **Strong Interest Inventory (SII) (\$10.95)**
  - Strong Interest Inventory PowerPoint Strong Interest Inventory (2016).ppt
  - Strong Interest Inventory Manual Supplement <https://www.psychometrics.com/occupational-scales-2012.pdf>
  
- **Campbell Interest and Skills Survey (CISS) (Discontinued)**
  - Campbell Interest and Skills Survey Campbell Interest and Skills Survey
  - <http://psychology.iresearchnet.com/counseling-psychology/career-assessments/ciass/>
  
- **Myers-Briggs Type Inventory (MBTI) (\$19.95)**
  - Myers-Briggs Type Inventory (2008).pptx [Download](#)
  - Myers-Briggs website <http://www.myersbriggs.org/my-mbti-personal-site/>
  
- **O\*NET Interest Profiler**
  - <https://www.onetcenter.org/IP.html>
  
- **VIA Character Strengths (Free)**
  - [VIA Character Strengths Survey \(24 strengths\)](#)
  - Character strengths and career <https://www.psychologytoday.com/blog/your-career>
  - Character strengths in the workplace <https://www.viacharacter.org/training/workplace>

**Myers-Briggs Type Inventory (MBTI) Results (2020 in comparison to 2004)**

	<p>...y Character Strengths Results (2020 in comparison to 2004),</p> <ul style="list-style-type: none"><li>• Vaughn's Signature Strengths (2020 and 2004).pptx <a href="#">Download</a></li></ul>
	<ul style="list-style-type: none"><li>• <a href="#">Strengths Finder 2.0 (book plus assessment \$34, online assessment \$19.99)</a></li><li>• <b>TypeFocus</b><ul style="list-style-type: none"><li>◦ <a href="#">TypeFocus Assessment</a></li></ul></li></ul>
Week 6	
W Oct 05 Wednesday	

Th Oct 06 Thursday

## **Work Adjustment Theory**

### **Dawis & Loftquist**

- <https://www.youtube.com/watch?v=BNuD1AAH4PA>
- Assessment
  - [General Aptitude Test Battery \(GATB\)](#)
  - Free aptitude practice tests <https://www.psychometricinstitute.com.au/Freecareer-tests.com/general-aptitude-test-battery.html>
  - [Minnesota Importance Questionnaire](#)
  - Ability Profiler (O\*Net) <http://www.bridges.com/us/prodnserv/abilityprofile>
- Measuring requirements and conditions of occupations
- Matching abilities, values, & reinforcers
- Job adjustment counseling
- [https://careersintheory.files.wordpress.com/2009/10/theories\\_twa.pdf](https://careersintheory.files.wordpress.com/2009/10/theories_twa.pdf)
- <https://prezi.com/rg9-rjofojej/theory-of-work-adjustment/>
- Uncovering the Power of Personality to Shape Income
  - Uncovering the Power of Personality to Shape Income (2017).pdf [Download](#)

## **Holland's Theory of Types**

### **Holland's Theory**

- Holland.ppt [Download](#)

### **John Holland's Contribution article**

- John Holland's Contributions A Theory-Ridden Approach to Career Assi

Gottfredson, G. D., & Johnstun, M. L. (2009). John Holland's contributions: *Development Quarterly*, 58, 99-107.

- **Holland's theory of types**
  - Six types
  - Congruence
  - Differentiation
  - Consistency
  - Identity

	<hr/> <b>Reading assignment for today</b>  <b>Read Chapter 4 <i>Work Adjustment Theory</i> &amp; Chapter 5 <i>Ho</i></b> <hr/> <b>Assignment due (November 10th) (4 weeks)</b>  <ul style="list-style-type: none"><li>• Women and Career Assignment (2022).docx <a href="#">Download</a></li></ul>
Week 7	
W Oct 12 Wednesday	

Th Oct 13 Thursday

## Constructivist and Narrative Approaches to Career Development

### Occupational Card Sort

**View** Mark Savickas' keynote address (40 minutes):

- <https://www.youtube.com/watch?v=uqz-5ny8T-s>

### Savickas' Constructivist Model

- Constructivist Career Counseling Theories (2022).pptx [Download](#)

### Narrative Career Counseling

- Narrative Career Counseling (2022).pptx [Download](#)

### Career Constructivist/Narrative Approaches Activities

- Career Constructivist and Narrative Approach Activities (2020).docx [Download](#)

Link to Career-O-Gram article:

- <http://onlinelibrary.wiley.com/doi/10.1002/j.2161-0045.2001.tb0>

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**Before class:** Read “*Career Adaptability*” by Mark Savick

<http://onlinelibrary.wiley.com/doi/10.1002/j.2161-0045.1997>

Savickas, M. L. (). Career adaptability: An integrative constructivist theory. *The Career Development Quarterly*, 45(3), 247-259

and

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	<p>Career Style Interview and Counseling  CareerLifestylesSavickas (3).pdf <a href="#">Download</a></p> <p>and</p> <p><a href="http://www.academia.edu/3302509/Career_Style_Interview_A_Contextualized_Approach_to_Career_Counseling">http://www.academia.edu/3302509 /Career_Style_Interview_A_Contextualized_Approach_to_Career_Counseling</a></p> <p>Taber, B. J., Hartung, P. J., Briddick, H., Briddick, W. C., &amp; I  A contextualized approach to career counseling. <i>The Career</i></p> <p>and</p> <p><a href="http://www.vocopher.com/pdfs/careerConstruction.pdf">http://www.vocopher.com/pdfs/careerConstruction.pdf</a></p> <p>Link to “My Story” workbook:  <a href="http://www.vocopher.com/CSI/CCI_workbook.pdf">http://www.vocopher.com/CSI/CCI_workbook.pdf</a></p> <p>View Neil Gaiman commencement address:  <a href="http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die">http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die</a></p> <p><b>Career Counseling Circle</b> (<i>Promoting action</i>: setting goals, assessing read  homework, processing ambivalence)</p> <p>-----</p> <p><b>Reading assignment for today</b></p> <p><b>Read Chapter 11 Constructivist and Narrative Approaches  <i>readings</i></b> (given above)</p>
Week 8	
W Oct 19 Wednesday	

Th Oct 20 Thursday

## Relational Approaches to Career Development/Social C

### Textbook Slides

- Instructor Textbook slides (11-5-14).ppt [Download](#)

View "**The Social Animal**" (David Brooks) (19 minutes)

- [http://www.ted.com/talks/david\\_brooks\\_the\\_social\\_animal](http://www.ted.com/talks/david_brooks_the_social_animal)

View "**Forget the Pecking Order at Work**" (Margaret Heffernan) (16 minutes):

- [https://www.ted.com/talks/margaret\\_heffernan\\_why\\_it\\_s\\_time\\_to\\_forget\\_the](https://www.ted.com/talks/margaret_heffernan_why_it_s_time_to_forget_the)

View "[When you feel you have no control over your life](#)" (Dick Bolles) (4 minutes)

**Career Counseling Circle** (*Promoting action*: setting goals, assessing read homework, processing ambivalence, helping them to take ownership, career

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### Reading assignment for today

**Read Chapter 12** *Relational Approaches to Career Develo*

Week 9

W Oct 26 Wednesday

Th Oct 27 Thursday

## Krumboltz's Social Learning Theory/Planned Happenst

- Krumboltz's Theory (2008).pptx [Download](#)

**Read the following:** (I think you will find both these readings very practical

Link to Planned Happenstance Article

- [Planned Happenstance: Constructing Unexpected Career Opportunities](#)
- Planned Happenstance.doc [Download](#) (just in case the other link does not w

Mitchell, K.E., Levin, A. S., & Krumboltz, J. D. (1999). Planned happenstance: Coi Counseling & Development, 77(2), 115-124.

The Happenstance Learning Theory (John Krumboltz 2009)

- The Happenstance Learning Theory Krumboltz 2009.pdf [Download](#)

Krumboltz, J. D. (2009). The happenstance learning theory. *Journal of Career Ass*

View "Luck is No Accident" parts 1-2 (John Krumboltz) (28 minutes)

<https://www.youtube.com/watch?v=z6S7ANIPLBo>

<https://www.youtube.com/watch?v=rOQmqc5Tc50>

<https://www.youtube.com/watch?v=Zqm0aKjiLLM>

View Live demonstration of Happenstance Career Theory (John Krumboltz) (35 m

**Another related approach "Designing Your Life" (Bill Burnett):**

- <https://www.youtube.com/watch?v=SemHh0n19LA>

**Career Counseling Circle** (*Promoting action*: setting goals, encouraging ris

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	<b>Reading assignment for today</b>
	<b>Read Chapter 13 <i>Krumboltz's Social Learning Theory</i> and</b>
Week 10	
W Nov 02 Wednesday	

Th Nov 03 Thursday

## Career Decision-Making Approaches/ Theories in Combination

- Career Decision Making Approaches (Chapter 15).pptx [Download](#)

### Watch and Discuss - "The Art of Choosing"

- [http://www.ted.com/talks/sheena\\_iyengar\\_on\\_the\\_art\\_of\\_choosing](http://www.ted.com/talks/sheena_iyengar_on_the_art_of_choosing)

### Watch and discuss - "How to Make Hard Choices"

- [http://www.ted.com/talks/ruth\\_chang\\_how\\_to\\_make\\_hard\\_choices](http://www.ted.com/talks/ruth_chang_how_to_make_hard_choices)
- [What is Your Calling in Life? \(Jeffrey Thompson - 29:50\)](#)

### Watch and Discuss - "Stop Searching for Your Passion"

- <https://www.youtube.com/watch?v=6MBaFL7sCb8>

### Read:

*The Tyranny of Choice* (Barry Schwartz)

- <http://www.swarthmore.edu/SocSci/bschwar1/Sci.Amer.pdf>

Schwartz, B. (2004). The tyranny of choice. *Scientific American*, 290(4), 70-75.

**Career Counseling Circle** (*Promoting action: setting goals, decision making*)

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## Reading assignment for today

**Read Chapter 15 Career Decision-Making Approaches & C**  
**Additional readings both above.**

Week 11

W Nov 09 Wednesday

Th Nov 10 Thursday

## Gender Issues & LDS Culture; Family-friendly work

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**View** (15 & 17 minutes):

- [Why Women are Paid Less \(16:12\)](#)
- [Why We Have Too Few Women Leaders \(Sheryl Sandberg - 14:43\)](#)
- [Can We All "Have it All"? \(Anne-Marie Slaughter - 16:57\)](#)
- [The Career Advice You Probably Didn't Get \(Susan Colantuono -13:48\)](#)
- [Work-Life Balance: Balancing Time or Balancing Identity? \(Michelle Ryan - 13:48\)](#)
- [Mothers, Work and Well-Being \(Anke Plagnol - 14:31\)](#)

### Proclamation on the Family

- <https://www.lds.org/topics/family-proclamation>

**Career Counseling Circle** (*Promoting action*: setting goals, decision making)

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### Reading assignment for today

Jackson, A. & Sharman, J. (2002). Constructing family-friendly work. *Counseling and Development, 80*, 180-187.

- [Jackson & Scharman 2002.pdf](#) [Download](#)

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Week 12

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W Nov 16 Wednesday

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Th Nov 17 Thursday

## Social Cognitive Theory

### Gail Hackett's PPT on SCCT (she is one of the authors)

- Social Cognitive Career Theory February 2013 (Gail Hackett).ppt [Download](#)
- Social Cognitive Career Theory (Robert Lent) SCCT (2016).ppt [Download](#)

### Social Cognitive Career Theory Brief

- Social Cognitive Career Theory Brief (2014).doc [Download](#)

### Hope theory is related to SCCT: Agency, Pathways, and Goals

- <https://teachingpsychology.files.wordpress.com/2012/02/hope-theory.pdf>
- Screen-Shot-2015-04-14-at-11.32.46-AM (Hope Model).png [Download](#)
- Agency\_and\_Pathways.png [Download](#)

**View** (12 minutes): [http://www.ted.com/talks/david\\_kelley\\_how\\_to\\_build\\_your\\_cr](http://www.ted.com/talks/david_kelley_how_to_build_your_cr)

**View** (6 minutes):

[https://www.ted.com/talks/angela\\_lee\\_duckworth\\_grit\\_the\\_power\\_of\\_passion\\_and](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and)

**View** (54 minutes): Kelly McGonigal "The Willpower Instinct"

<https://www.youtube.com/watch?v=V5BXuZL1HAg>

**View** (18 minutes): Brian Johnson about "Act as If Principle"

<https://www.youtube.com/watch?v=RE0Qb-QjsA8>

## Myers-Briggs Type Theory

**View** (3 minutes)

[https://www.youtube.com/watch?v=UJGI1sTJ\\_QE](https://www.youtube.com/watch?v=UJGI1sTJ_QE)

- Perceiving and judging
- Extraversion and introversion

	<ul style="list-style-type: none"> <li>• Sixteen personality types</li> <li>• Dominant and Auxiliary processes</li> </ul>
	<p><b>Wikipedia (actually pretty complete)</b></p> <p><a href="https://en.wikipedia.org/wiki/Myers%E2%80%93Briggs_Type_Indicator">https://en.wikipedia.org/wiki/Myers%E2%80%93Briggs_Type_Indicator</a></p> <p><b>MBTI Dominant and auxiliary processes</b></p> <ul style="list-style-type: none"> <li>• <a href="http://understandmyersbriggs.blogspot.com/2012/12/the-8-cognitive-functions.html">http://understandmyersbriggs.blogspot.com/2012/12/the-8-cognitive-functions.html</a></li> <li>• <a href="http://mbtitoday.org/about-the-mbti-indicator/exploring-type-beyond-the-four-l">http://mbtitoday.org/about-the-mbti-indicator/exploring-type-beyond-the-four-l</a></li> <li>• <a href="http://www.myersbriggs.org/my-mbti-personality-type/understanding-mbti-type">http://www.myersbriggs.org/my-mbti-personality-type/understanding-mbti-type</a></li> <li>• <a href="http://typelogic.com/fa.html">http://typelogic.com/fa.html</a></li> </ul> <hr/> <p><b>Read Chapters 14 <i>Social Cognitive Theory</i> &amp; 6 <i>Myers-Brigg</i></b></p>
Week 13	
Th Nov 24 Thursday	<b>Thanksgiving</b>
Week 14	
Th Dec 01 Thursday	<b>Sharing your Career Stories in class</b>
Week 15	

Th Dec 08 Thursday	<p><b>Watch</b></p> <p><a href="#"><u>Designing Your Life (Bill Burnett - 25:21)</u></a></p> <p><a href="#"><u>The Surprising Habits of Original Thinkers (Adam Grant - 15:25)</u></a></p> <p><a href="#"><u>Why Some of Us Don't Have One True Calling (Emilie Wapnick - 12:17)</u></a></p> <p><a href="#"><u>How to Find Work You Love (Scott Dinsmore - (17:38)</u></a></p> <p><a href="#"><u>The Way We Think About Work is Broken (Barry Schwartz - (7:53)</u></a></p> <p><a href="#"><u>The Happy Secret to Better Work (Shawn Achor - (12:04)</u></a></p> <p><a href="#"><u>The Secrets of People Who Love their Jobs (Shane Lopez - 22:59)</u></a></p> <p><a href="#"><u>The Puzzle of Motivation (Daniel Pink - 18:37)</u></a></p> <p>Final Exam: 355 MCKB 11:00am - 2:00pm</p>
Week 16	
Th Dec 15 Thursday	
F Dec 16 Friday	