Adler Graduate School  
Richfield, Minnesota  
AGS Course 563  
Career Assessment, Exploration & Transition

1. **Course Designation and Identifier**
   1.1 Adler Graduate School  
   1.2 Course number **563**  
   1.3 Career Assessment, Exploration & Transition  
   1.4 Three (3) credits  
   1.5 Prerequisites: **562**

2. **Course Description**

   This course provides students with an in-depth knowledge of how career counseling theories, assessments, and techniques are applied to help clients with the process of gaining self-knowledge, career awareness, and concrete strategies to move forward. Based on the Adlerian occupation/work life task, students study techniques and tools to help clients create a vision and action plan for maximizing career fulfillment. Special attention is given to helping clients overcome barriers to make positive career and life transitions.

   **Teaching Methods:** This class is a combination of lecture, discussion, and includes experiential activities.

3. **Texts, Materials, and Resources**
   3.1 Required:
   

4. **Competencies and Learning Outcomes**

   Students in this course learn:
   
   4.1 Career counseling processes, techniques, and resources, including those applicable to specific populations.
   4.2 Techniques to help clients gain clarity regarding their career/life purpose, their interests / values / strengths / goals, and their personal brands.
   4.3 The protocol for administering & interpreting formal & informal career assessments.
   4.4 Tools for helping clients who are “stuck.”
   4.5 Strategies for researching and narrowing career options.
4.6 Decision-making skills.
4.7 Techniques to help clients master the stages of career / life transitions.
4.8 Strategies for helping clients design and implement action plans.

5. **Course Outline**

5.1 **Unit 1 – April 9th**

~ Introductions  
~ Explanation of the course, the syllabus & assignments  
~ Career counseling – the structure, objectives & processes  
~ NCDA’s career counseling competencies  
~ The most important skills used by career counselors  
~ Set up accounts for 360 Reach personal branding assessment & explain process  
~ Personal brand profile  

Homework:  
Read chapters 1-8 of *The Power of Purpose*  
Read chapters 1-6 of *The Career Counselor’s Handbook*  
Develop a list of respondents for 360 Reach personal branding assessment

5.2 **Unit 2 – April 16th**

~ Check in  
~ Discussion – *The Power of Purpose*  
~ Uncovering your purpose, values, passions & gifts  
~ Working on purpose  

Homework:  
Read chapters 9-13 of *The Power of Purpose*  
Reach chapters 11 & 12 of *The Career Counselor’s Handbook*  
Construct 5 “Good Experiences,” one before the age of 10 (instructor will provide specific details on this assignment)

5.3 **Units 3 & 4 – April 20th**

~ Check in  
~ Discussion – *The Power of Purpose*  
~ Living on purpose  
~ Standards of Integrity activity  
~ Informal & formal career assessments  
~ Career Assessments that Link to Branton Career Direction Model  
~ Uncovering strengths  

Homework:  
Read chapters 1-3 & 6 of *A Counselor’s Guide to Career Assessment Instruments*

5.4 **Unit 5 – April 23rd**

~ Check in  
~ Career assessments, continued. Interests, personality styles, values, passions.  
~ Using a coach-approach to interpreting assessments
~ Career alternatives

**Homework:**
**Career Assessment Comparative Analysis Paper, due next April 30th:** Write a 6-7-page comparative analysis exploring/contrasting five career assessments of your choice. You can choose formal, informal, or a combination of formal/informal career assessments. Please address the following: What is the objective/purpose of the assessment? Is there a theoretical base for the assessment? What is the reliability/validity of this assessment? What techniques would you use to administer & interpret the assessments? What was your impression of these assessments you chose to study? Which ones are you likely to use with your clients and why?


5.5  **Unit 6 – April 30th**

~Check in
~Turn in comparative analysis paper
~Special issues and problems
~Helping clients who are “stuck” overcome internal and external barriers to take inspired action
~Letter to your sage self
~Helping clients make better career/life decisions

**Homework:**
Read chapters 12 & 13 of *A Counselor’s Guide to Career Assessment Instruments*

5.6  **Units 7 & 8 – May 4th**

~Check in
~An overview of personal branding
~Go over 360 Reach results
~Experiential activities – getting clear on your personal brand; your target audience, same/different
~Effective strategies for career exploration and research
~Managing career/life transitions

**Homework:**
Prepare a 15-20 minute presentation, to be given on May 7th. For the presentation, learners will outline their personal brand, their counseling philosophy, their target clients, and the tools/techniques/assessments they will use to help clients gain self-awareness and manage change/transition. Learners will update and use their career portfolios for the presentations.

5.7  **Unit 9 – May 7th**

~Check in
~Managing transitions, continued
~Learner presentations
~Letter of Recommendation activity
~Course wrap-up and evaluations

6.  **Special Project Time (SPT)**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative
writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. **Writing Guidelines including APA Format**


8. **Assessment/Evaluation Procedures**

8.1 Class Participation: Your attendance and participation are very important. You will need to come to class prepared to discuss the assigned readings, and be prepared for a variety of experiential activities. You will be required to take 360 Reach personal branding assessment, know your top 3 RIASEC codes, and have taken either the MBTI or the Jung Typology Scale. 30 Points.

8.4 Special Project Time: Write a 6-7-page comparative analysis paper (NOT including title page & references) exploring/contrasting five career assessments of your choice. You can choose between formal, informal, or a combination of assessments. Please address the following: What is the objective/purpose of the assessment? Is there a theoretical base for the assessment? What is the reliability/validity of this assessment? What techniques would you use to administer & interpret the assessments? What was your impression of these assessments you chose to study? Which ones are you likely to use with your clients and why? 40 Points.

8.3 Special Project Time: Learners create a 15-20 minute presentation with visuals and deliver it during the last class. Learners will outline their personal brand, their ideal clients, and the tools/techniques/assessments they will use to help clients gain self-awareness and manage change/transition. Learners will update and use their career portfolios as a part of the presentation. 30 Points.

8.4 Grading:

- **A** 90-100 points
- **B** 80-89 points
- **C** 70-79 points

Please understand these logical consequences for late papers. Logical consequences are a basic Adlerian principle. Extensions on papers are granted only for significant family emergencies or personal illness. Reasons such as, “Something came up”, or “I’ve been really busy”, or “Relatives came unexpectedly”, or “My computer crashed”, etc. are unacceptable. Plan carefully and your papers and projects will not be late.

9. **Attendance Policy**

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.
10. **Participation Disclaimer**

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. **Internet/On-Line Activity**

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that might be potentially offensive and seen as disrespectful in any way.

- Faculty members monitor discussion and intervene when requested or as deemed necessary.

- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

- During on-line discussion, follow the same rules concerning protection of confidential information as you
would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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