COURSE SYLLABUS

CPSY302, Formal and Informal Assessment in Career Development/Winter 2020

Instructor: Connie Brock
Contact information: 408-656-2695, cbrock@scu.edu
Office hours: By appointment

Class Meeting Time: Thursdays, 5:30pm-8:30pm
Class Meeting Dates: January 9th – March 12th

Required Reading (available at bookstore):
National Career Development Association, *The Role of Assessment in Career Planning*, NCDA (2015).
Keirsey, David, Please Understand Me II, Prometheus Nemesis Book Company, 1998
Rath, Tom, *StrengthsFinder 2.0*, Gallup Press (2007).

Additional supplemental reading will be handed out in class and specific relevant articles as cited below.

Course Description
This course aims to provide a variety of informal and formal tools and instruction on using these tools in the career development and career counseling process. This course includes instruction, practice, and application of selected assessments. You will gain understanding of how to choose, use and interpret results based on client needs. There is the opportunity to become familiar with creative assessment exercises and to look at use of assessments in various environments. Integration of the assessments will be addressed.

Course Objectives
By the end of the course, participants will…

- have an overview of the use of assessments in career development
- know the ethical standards, including confidentiality, for use of assessments
- understand assessment purpose, access, and limitations
- understand selection criteria for use of assessments to support varying client career goals.
- acquire practice in completion of the career counseling interview and assessment
- have begun to develop proficiency with key assessments (through personal use and client administration) including
    - Instructions for use
    - Taking the assessments
    - Interpretation of the assessments
    - Integration and practical application
- have begun to align use of assessments with their unique counseling style

Grading

Attendance & Participation 25pts, you are expected to attend all classes. Missing more than one class will result in a lowering of your grade.
Homework Assignments 20pts
Final Case Study Presentation 20pts
Final Case Study Paper 35pts

Assignments
Homework Assignments
Homework assignments are assigned weekly to help you learn about various assessment tools, experience the assessment tools, and provide an opportunity to reflect on your experience. ***All homework assignments are due the following week at beginning of class (5:30pm) unless otherwise noted.***

You are to select a "client" to work with on the assessment process. You should anticipate meeting with the client 4-6 times to:

1. Discuss expectations and establish appropriate assessments to administer
2. Administer assessments
3. Interpret assessment results
4. Integrate results

Most students meet their clients to do short intake and have an expectations discussion (.5 hr). Then, they dedicate each of the following sessions to an area of assessment: personality, interests, skills, creative, and/or values. A last session would be dedicated to assessment integration.
You will need to create your own consent document for the client to sign stating that he/she understand his/her anonymous results will be shared with the class; you will receive an <u>incomplete</u> for the assignment if you do not have this document at the time of class presentations. The document will be discussed at the first class. Your study must include administration of the MBTI and/or Strong Interest Inventory. In addition, select additional assessments for a minimum of three. You may choose from informal/creative assessments or formal assessments. I will meet with each of you mid-quarter to discuss progress and any roadblocks you are encountering. Additionally, I am available throughout the quarter to help you with your client work.
At the last class, you will turn in a 5-7 page paper (double-spaced, not including consent form) plus the consent form, documenting:

- Your initial meeting and client goal development, your rationale for the chosen assessments, your reaction and your client's reactions to the administration of each of the assessments, a synopsis of your interpretation of the results for each of the assessments, an explanation of your integration of assessment results, next steps for your client

During classes 9 & 10, each student will present a 15-minute formal presentation of his/her client, reactions, interpretations, and integration.

Thursday, January 9th

- Class Introductions including how you chose your career, were assessments used and what was that experience like for you.
- Review of Course Syllabus, homework assignments, grading and my availability
- Introduction to Assessment – What it is, What it isn't
- When to use assessments (career wheel showing the components of "Who Am I")

- Which assessments to use
- Ethical considerations (consent forms included)
- Video showing of “Did You Know” illustrating current challenges around career decisions/choices followed by class discussion.
- Do “The Wheel of Life” paper exercise and discuss how one’s career fits into one’s life and overlaps/impacts other areas.
- Address your questions/concerns/expectations of the class

Homework:

Take paper version of the Myers Briggs Type Indicator (MBTI) and bring it to next class unscored (the instrument will be distributed in class).

Thursday, January 16th

Personality Assessments – Part 1 – The Myers-Briggs Type Indicator:

- History of the MBTI
- Vocabulary of Type and What It Means
- Validating Your Type
- Scoring Your MBTI—is it accurate? Why, why not?
- Exercises to clarify your preferences
- Themes/patterns that emerge based on what you know so far
- Review “Introduction to Type” pages including the Type Table, individual pages based on your type, patterns of type. (Connie will hand this booklet out in class.)
- Developmental theory of Type
- The fear of being “put in a box” concern and how to address it
- Ethical use of this assessment instrument, its strengths, its weaknesses

Homework:

Write a brief 2-3 page paper addressing what specifically resonated for you in taking the MBTI, what was helpful, what might have made it easier to understand and apply. How might you use this assessment and what clients might it seem appropriate for and why. What other ideas/questions/concerns came up for you? Bring to class.

Read Keirsey’s “Different Drummers” premise on Page 1 of Please Understand Me II and the following pages up to the Keirsey Temperament Sorter II. Take the Sorter assessment and continue to read the rest of Chapter 1 and read Chapter 2. Bring Temperament Sorter results to next class on January 23rd.

Thursday, January 23rd

Personality Assessments – Part 1 discussion continued.

- Class discussion around key takeaways from taking the MBTI and thinking about taking a client through the assessment. What other parts of the “Who Am I” part of the Career process are reflected in this instrument—Values? Interests? Skills?

Recommended further reading to help enhance the use of this tool.
Gifts Differing

Do What You Are

Personality Assessments - Part 2 – David Keirsey's Temperament Theory:

- History of Temperament Theory and how it differs from MBTI and why
- Class exercise to help you validate/confirm your temperament
- Class discussion of how the process is going, what is coming up for people, which instrument they are preferring and why and how to integrate type and temperament in working with clients.

Homework:

Complete Strong Interest Inventory online by 8AM, January 29th.

Familiarize yourself with two websites: Keirsey.com and LindaBerens.com.
(I will provide free clarifying information from an earlier version of Keirsey's website when a larger, much more comprehensive part of his work was available for free.)

On lindaberens.com go to Resources – Methodology and read the following articles:
"Personality Assessment – Instruments and Feedback"
"Five Lenses of Type"

Thursday, January 30th

Interest Assessments – The Strong Interest Inventory

- History of the Strong
- Understanding the RIASEC code based on the work of John Holland, and how it really speaks to the essence of the Strong assessment.
- Exploring the parts of the Strong: General Occupational Scales, Basic Interest Scales, Occupational Scales and Personal Style Scales
- With what clients might this instrument be useful?
- Discussion of how to interpret results for a client to make this assessment real
- Strengths/Weaknesses of the Strong
- Now that you have a better understanding of this instrument, what is your reaction to your results?
- Using your occupation scales to learn more about potential career ideas via O'Net

Homework:

Write a 2-3 page paper describing how you would integrate the Strong with the MBTI/Temperament Assessments. What are your ideas on other ways to explore interests with a client?

Thursday, February 6th

Reflections/Questions on what we have covered to date and thoughts on the pace of the process—too slow, to fast—what seems right to help a client integrate and work with his or her results. All clients are different and unique – let's anticipate different reactions and how to work with them.

Jack Powers, Education Lead for The Myers-Briggs Company, will be here to speak to us and will address questions/concerns re The MBTI and Strong Interest Inventory. His company owns the rights to both instruments, and he can speak in more depth about the different versions of these instruments, and the rich resource of tools that can enhance a client's understanding of their results. I have specifically asked him to address recent criticism of the MBTI.

Skills Assessments – Part 1 – SkillsScan Card Sort

- Understanding the three types of skills: Knowledge based, personal qualities and transferable skills.
- Complete the SkillScan card sort and record your transferable skills results, organized into six core competency areas and addressing proficiency, preference and development. We'll review a Skills Wheel to see themes that develop.
- Small group exercise to deepen your learning.
- Discussion of using a card sort assessment versus pencil/pen and online assessments and the pros/cons of being present when the client is taking an assessment.

Homework:

Read Strengthsfinder 2.0, pages 1 through 33 and then go to the back of the book to get your one-time code so that you can access the online CliftonStrengths assessment. Take the assessment and refer to the pages in the book that address your top 5 strengths. Bring your results to class.

Thursday, February 13th

Skills Assessments – Part 2 – CliftonStrengths Assessment

- Watch Marcus Buckingham's "Identify Your Strengths" Youtube Video
- Growing up, did you focus on your strengths or your weaknesses? How has this experience impacted your life and career choice thus far?
- Small group exercise to deepen your understanding of your reported strengths and how they are currently showing up in your life.
- Class discussion around skills assessments and which of the two assessments studied in class resonate for you. Would you use Skillscan with one client and CliftonStrengths with a different client – why? What other parts of "Who Am I" are reflected in your own results? Values, Interests, Personality?

Homework:

On The Myers-Briggs Company website, search "Selecting Career Assessments" and under the web-related section, you will find this article by Judith Grutter. Please read it.
Identify your "client" for your final project and think about which assessments you would like to use with that client and plan to discuss with me at next class.

Thursday, February 20th

Values Assessments –

- Discussion around values and their importance in this process.
- Take the values exercise in class and breakout into small groups to further explore your results.
- Debrief with class on your findings—are your values represented in your career aspirations? Are they your values or someone else's? Have they changed over time? Other thoughts?

We've covered Personality, Interests, Skills and Values – the critical components of the career assessment process.

- Let's talk about the William Bridge's Transition's Model to better understand how Endings, "The Neutral Zone" and New Beginnings enter into a client's world and when assessments are appropriate and helpful and when they might be counterproductive to your work with a client.

- Based on what you know so far, let's discuss how your own Myers-Briggs Type preferences will enter into your work with a client. What are the strengths of your type and how will they show up in working with assessments with your client? What is your type's least preferred mode and how could it disrupt a client's understanding and appreciation of their assessment results?

Homework:

Set up a time to meet with your client to discuss his or her expectations and yours and determine the assessments you would like to use. If the MBTI or Strong are involved, provide Connie with the names/contact info so she can order them for you. You will need to create your own consent form for the client to sign letting them know that his/her results will be anonymous when shared with the class. You will be presenting your experience on March 5th or March 10th. I encourage you to use one or both of the assessments above to gain experience along with time spent. Plan to administer, interpret and integrate three assessments over the course of the next few weeks so that you are ready to present on March 5th or 12th.

Thursday, February 27th

Values Assessments – Creative Assessments

I will take you through an assessment I call "PictureSpeak" and we will begin an assessment called "Finding Clues from your Past" that you will continue for homework.

I will also share questions that will help you and your client reveal skills/strengths, interests, values and personality factors.

Other thoughts on creative assessments?

Thursday, March 5th

Small group exercise around "autobiography" in-class/homework assessment.
Class discussion around the use of creative assessments and more formal assessments.

Class final project presentations begin –
You will each have 15 minutes to tell us about your client including background, goals, what went particularly well and where you feel you need to continue to hone your knowledge, experience/comfort level and how you plan to do that. What was your overall experience like and what thoughts/emotions/feelings were at play for you as you took your client through the process? What surprised you?

Plan to turn in a 5-7 page paper summarizing all of this for me.

Thursday, March 12th

Class final project presentations continue

Last week's presenters will have time to briefly add to their thoughts if needed.

You will each have 15 minutes to tell us about your client including background, goals, what went particularly well and where you feel you need to continue to hone your knowledge, experience/comfort level and how you plan to do that. What was your overall experience like and what thoughts/emotions/feelings were at play for you as you took your client through the process? What surprised you?

Plan to turn in a 5-7 page paper summarizing what you have shared in your presentation along with any other thoughts relevant to the class.

Class Wrap-Up

Class discussion of what the process of learning and administering career assessments has been like, including a reminder of the importance of using a client-centered approach and the right assessments with a focus on drawing out the client's inner wisdom and knowledge.

Class Evaluations