

Career Development COUN 637

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Office Hours:
By appointment

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Course Description:

The purpose of this course is to introduce students to the art of career counseling and to explore the process of career development. This course will include theoretical approaches to career interventions and will provide techniques and skills for use in the field. Students enrolled in this course will also explore the role of assessment and technology in career counseling interventions while discovering culturally sensitive approaches and considerations within the changing global context.

Course Goals and Objectives:

1. Understand the history, philosophy, and trends in career counseling (A.1.).*
2. Understand the ethical considerations and legal implication of career counseling (A.2.); and demonstrates the ability to apply and adhere to ethical principles.
3. Demonstrate an understanding of the role of work in the expression of the individual self (B.2.).
4. Gain exposure to current counseling research related to career development, career trends, and career counseling intervention (E.).
5. Gain experience with technology as it pertains to career counseling through on-line resources and computer-based assessment (F & G.4.b.)
6. Understand cultural differences and in making sense of work and identify and apply culturally appropriate intervention (D.1., G.2b & G.4.d.).
7. Demonstrate an ability to assist clients in identifying career interests, values and skill sets, assist in identifying potential career areas and explore necessary education and training through the use of appropriate individual or group interventions (C.1., D.2,-5., & G.4.e.).
8. Understands a variety of models and theories of career counseling and career development (C.2. G.4.a.).
9. Gain exposure to career development program planning, organization, implementation, administration, and evaluation (G.4.c.).
10. Demonstrate an ability to administer, score and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision and other life-career development issues (G.4.f).

**Codes coincide with CACREP standards for Career Counseling. A full list of standards is available at www.cacrep.org. CACREP is our professional accrediting body.*

Class Procedures & Method of Instruction:

Class meetings will be comprised of collaborative learning experiences, such as group activities, assignments, and discussion. We will also take advantage of individualized learning experiences designed to broaden and deepen your understanding of counseling interventions, techniques and skills, including reflective and exploratory journaling. We will both host guest speakers and provide service outside of the classroom. Together, these experiences are designed to provide you with a rich experience for exploring career development.

Required Text:

Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G., (2009). *Essential Elements of Career Counseling: Process and Techniques*. Saddle River, NJ: Pearson.

Required Materials:

Access to a computer: We will use on-line resources quite a bit in this class so you will need reliable access to a computer

Notebook: Suitable for keeping journal for our class and field-work experiences. You may use a computer format if you prefer.

Index Cards: Any size or color, lined or unlined, your choice

Required Elements of this course:

Participation & Preparation: We will consider two different types of participation in this course:

- **Group Participation:** Successful participation in your group teams means that you are contributing actively and productively in team discussions and activities around career development. Active and productive participation also means that you are contributing equally in discussions and decision-making, encouraging the participation of fellow team members and showing respect for the thoughts and ideas expressed by members of your team. Finally, full participation includes an equal contribution to your work team products.
- **Individual Participation:** Individual participation means that you are contributing actively and professionally to discussions and activities involving the whole class outside of your work teams.
- **Class Preparation:** It is essential that you come to class prepared. Coming prepared means that you have completed the readings and have an answer ready for the week's opening question or case (listed on your syllabus).

Field Work in Career Counseling: Our class has developed a relationship with EMHS and we will be working with one of their counselors to gain experience and knowledge working with adolescents in career development and decision-making. Each of you will be given an opportunity to participate in field-work through EMHS.

Field Activity	Units	
10 th Grade Career Exploration	1	X
Senior Career Workshop	2	
Parent Night	2	
Interview #1: Joblessness	1	
Interview #2: Undergrad Experience	1	
Interview #3: Dissatisfied in Current Work	1	
Interview #4: Create a Topic*	1	
Total		

You will need 3 Field Activity Credits for the semester. In column one of the above table, semester activities are listed. The 10th Grade Career Exploration, the Senior Workshop and the Parent Night are preferred avenues for attaining your field-work units. However, if you are unable to participate in one of these activities, due to class conflicts, alternative units are available to you through individual interviews. Interviews are to be an hour long and should be preceded by a proposed list of questions and followed by a five page paper (a rubric will be provided for you). You may interview one person who is currently jobless (and would like to be working), an undergraduate who is unsure of his or her career direction, or a person who is dissatisfied in his or her current position. You may also decide to create your own topic, but *please contact me first!*

Please be sure that your field activity units total 3. Each unit is worth 60 points toward your final grade.

Journal Reflections: We will be keeping a journal for our class. Your journal will contain your responses to your weekly question or case study. The journal will also contain weekly reflections. You will find a list of journal prompts included in the syllabus. If no prompt or intro case is provided, please use the space for free writing. I will collect your journal three times during the semester (noted in the schedule).

Quizzes: Rather than a midterm and final exam we will have a number of quizzes over the course of the semester. These quizzes may be comprised of multiple choice, matching, case study, short answer, etc. These quizzes will coincide with readings, activities and class discussions so it is important to stay current in your reading and to remain fully present during class discussions and activities.

Collaborative Learning Presentations: Together, as a class, we will develop a series of collaborative learning topics from which groups can draw. Groups will then present, for one hour each, on career related topics of interest to the class as a whole.

Evaluation

Domain	Percent of Grade	Points
Group Participation	10	50
Field Work in Career Counseling	35	180
Journal	25	120
Quizzes & Activities	10	50
Presentations	20	100
Total	100	500

Grading Scale:

A	465-500
A-	450-465
B	420-449
B-	400-419
C	395-448

Academic Integrity:

The EMU faculty and staff of the Graduate Counseling Program care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Taken from EMU's Academic Integrity statement, 2010).

Disability Support:

If you have received services in the past related to a learning disability or attention deficit disorder or experience some other difficulty, such as a hearing loss or visual impairments, and feel these experiences may challenge your ability to be successful in this course, please make an appointment to speak with me or with the Coordinator of Student Disability Support Services in the Academic Support Center, Roselawn Ground Floor, 432-4233.

Class Schedule

Date	Topic & Required Readings
9/02	<p>Introduction to Career Counseling: History and Meaning</p> <p>Journal Prompt#1: In the coming week you and your partner or partners should be thinking about ideas for our work in the 10th grade classroom. What do you need to learn between now and our first field experience? What did you learn from taking your MyPlan assessments that might inform your work with these students?</p> <p>Reading: Text chapter 1, 8, & 9</p>
9/09	<p>Career Counseling: Relationship and Intervention</p> <p>Intro Case: <i>Ellis is a white, 56 year-old store manager who worked in the same store for 34 years. He has been jobless since he was laid off 7 months ago. Linda, a 29 year-old African American woman who has worked as an engineer in a firm in Detroit for 3 years. She has moved to the area with her new husband and is having difficulty finding work. Assume that these two people have come to see you. How might these two clients' needs and challenges differ? What are the implications for your personal ability and readiness to provide counseling to these individuals?</i></p> <p>*All reflections on "Intro Cases" should be written in your journal. You may write out your thoughts or jot your ideas down as notes or bullets.</p> <p>Group 1: Please bring a draft of ideas for working with 10th graders where computers are available and where they are not. Your group will need to have done some investigation and communicated with one-another outside of class. Make copies for everyone so the class can provide feedback.</p> <p>Read: Text Chapters 4 & 5</p> <p>Journal Prompt#2: Reflect on your experience of your dyad. What were your strengths? What would you like to improve? What was your experience of being a client in the dyad?</p>

9/16

Career Counseling Strategies: Individual and Group

Intro Case: Consider Ellis and Linda (previous case study). How might you plan interventions for each through individual counseling. What considerations might you have for including them in group counseling? What might be the benefits of including both in the same group? What types of groups might you form for them separately?

****Assignment:** For next week, find an article from a career counseling related journal that speaks to career counseling with high school students. In your journal, note 5 key points that you feel may be helpful in supporting our work with students this semester. Please be sure that your article comes from a peer-reviewed article and that it is no older than 5 years. Please note the citation of your article and your key points in your journal.

Group 1, Due: Handout for 10th Graders

Read: Text Chapter 10.

9/22

Career Counseling with High School Students

Journal prompt: Consider your own high school experience. How was your context similar or different than EMHS, a private Christian high school? How might students from different school systems experience the world, themselves and their place in the work-world differently (or the same as) you experienced these things? What might that mean for you in your work with these students?

Group 2, Due: Draft of activity planning for Senior Career Day at EMHS. Bring a copy for everyone so that you can get feedback from your classmates

Read: Career development in middle and high schools, in Niles & Bowlsby (2009), Career Development Interventions in the 21st Century, pgs 377-399. Upper Saddle River, NJ: Merrill. (provided)

9/27 **Working with 10th Graders in the Field**

Directions: We will meet outside of EMHS at 7:50 am. We will be at EMHS until 8:55. We will meet in our classroom at 9:15 and process our experiences and take care of other class business until 10:30.

Read: Text, Chapter 2

Assignment: *For next week, please complete the on-line MyPlan packet found at www.emu/careers/assessment. The password is 7NADYN38. **This cite and testing packet is for EMU students only. Please do not share it with friends and family.** Please bring your assessment feedback with you to each class. We will use these assessments in class to practice dyad work and to discuss theories and models throughout the semester. This assignment will take approximately 1 ½ hours to complete.*

Group 2, Due: Handout for Senior Workshop due.

10/07 **Career Theories: Conceptualizing Career Development**

Journal prompt: *As you reflect on these theories, which do you feel best explains your own career development process. Which is least comfortable or intuitive to you? Explain why.*

Due today: *Please bring your journal to class today.*

10/13 **Recoup Day**

This day we will not meet for class in order for you to “recoup” hours spent in the field and to provide time for you to schedule interviews, if you need to do that, or to meet to collaborate on your group presentations. I will be available in my office during this time should you need anything.

Due: Your first interview is due today, unless you are completing your field work units at EMHS. (Because we will not meet for class, you may submit this paper electronically.)

10/20 **Post Modern Approaches**

Intro Case: *Jay is a 52 year-old attorney at a prestigious local law firm. He is known as a rising star in the courtroom. However, Jay has difficulties both at work and at home. His relationships at work have become a particular problem. He tells you that his co-workers have told him that he and tends to be cold, domineering, stubborn,*

and generally insists that others do things his way. (Something his wife as also complained about.) In his annual review it was noted that he tends to labor over details, and consequently works very long hours to assure that his work meets his exacting standards. The firm believes he could carry more cases if he was not so “rigid.”

Jay has brought a lot of money to the firm, but the partners also feel he is difficult and often unpleasant to work with and have asked him to do something to change his sometimes abusive behavior toward the office assistants and paralegals. They have intimated that he may lose his chance at partnership if he does not change his behavior. Jay has come to you wanting career advice. He wonders if he is in the wrong field. How might you help Jay?

Group 3, Due: Submit a brief presentation proposal (two to three paragraphs.)

10/27 **Assessment and Computer-Based Technology in Career Counseling**

Guest Speaker: Jennifer Litwiller of Career Services at EMU

Bring with you: Copies of your on-line testing packet; three questions you have about assessment and computer-based technology in career counseling—please include these questions in your journal.

Group 3: Your polished draft of your group’s hand-out for Parent’s Night.

Due: Please bring your journal today.

Reading: Text chapter 1 & 8; Provided reading: Swanson, J. L., & Fouad, N. A., (2010) *The use of assessment in career counseling*, taken from *Career Theory and Practice*, ps. 21-32.

11/03 **Diversity, Developmental Stages & Spirituality in Career Counseling**

Intro Case: David is a 23 year old with some college background. He has Asperger’s Syndrome and is having difficulty finding work. What special knowledge or skill might be needed for intervention successful interventions with David?

Complete before class: Implicit Association Test: *Gender and Career*, located at <https://implicit.harvard.edu/implicit/>. You may choose the research or demonstration “button” to enter the selection of tests.

Be prepared to: Discuss your experience of the Gender and Career or Gender and Science Implicit Association Tests

Group 2, Due: Submit a brief presentation proposal (two to three paragraphs.)

Read: *Swanson, J. L., & Fouad, N. A., (2010) Culturally appropriate career counseling, from Career Theory and Practice: Learning through Case Studies, Thousand Oaks, CA: Sage Publications. pgs 75-99.*

11/10 **Sharing what we know—Visit to the PIFE class & Program Development and Evaluation**

Due: Second interviews are due today, unless you have completed your field-work units already.

Group 1, Due: Submit a brief presentation proposal (two to three paragraphs.)

11/17 **Theory Presentations**

11/25 **Thanksgiving Break! Travel Safely!**

12/01 **Theory Presentations**

Guest Jennifer Litwiller will join us again to talk about the Myers-Briggs. (First half of class)

Due: If you did not participate in either Parent’s Night or the Senior Workshop, or were not able to attend the 10th Grade Field Work, your third interview is due today.

12/08 **Theory Presentations**

12/15 **Final Class Meeting: Celebrating Our Work**

This schedule is tentative and may be subject to change.

Group Work Participation

This semester we have 3 opportunities to earn units of credit for your field-work. You will earn your units of credit by attending opportunities at EMHS or through alternative activities.

Groups: Our class will be divided into three groups of five members. Groups will develop plans for our work at EMHS and develop presentations for our collaborative learning. You may be assigned to work on developing a field-work program even if you can not attend this session.

- I. Program Development:** Each group will be responsible for doing the primary planning (in coordination with the needs of the faculty at EMHS) for our field work with high school students
 - a. Intervention Planning:** Together you will generate and develop ideas for the field-work opportunities
 - b. Educational Materials:** Your group will develop handouts appropriate to the age, needs and context of the field-work activity
 - c. Peer Feedback:** Each group will be responsible for providing feedback to the other two groups on both the planning and handouts, as part of our collaborative learning
- II. Collaborative Learning Presentation**
 - a. Proposal:** Each group must provide a brief (1-2 paragraph) proposal for their presentation
 - b. Presentation:** Each group must provide a 1-hour presentation that deepens a topic already discussed or applies concepts to a special population or issue
 - c. Handout:** Each group must provide handouts for every person in the class
 - d. Peer Feedback:** Each class member will provide peer feedback on classroom presentations. A sample of the presentation feedback form can be found in this syllabus.

Group 1 will be responsible for planning the work with 10th grade students exploring career development and will take the third presentation slot.

Group 2 will be responsible for planning the Senior Workshop and for the second presentation slot

Group 3 will be responsible for planning Parent's Night and will take the first presentation slot.

Distributing the group work in this way will help to prevent an inequity in the amount of work that any single group must do.

Resources

Select Journals:

Career Development Quarterly

Journal of Vocational Behavior

Career Development for Exceptional
Individuals

Journal of Vocational Education Research

Journal of Career Assessment

Select Professional Organizations:

National Career Development
Association

National Career Development
Association for College Admissions
Counseling

Select Websites:

CareerKey

www.ncsu.edu/careerkey

Motivational Assessment of Personal Potential

www.assessment.com

Kiersey (based on Myers Briggs)

www.kiersey.com

TED Talks to explore

<http://www.ted.com/>

Vocopher (Super's Inventories)

www.vocopher.com

The Official Cultural Career Information Site

<http://www.culturalhrc.ca/index->

American With Disabilities' Checklist

<http://www.usdoj.gov/crt/ada/hsurvey.pdf>

The Real Game. (An interactive career
education game for various age levels.)

<http://www.usdoj.gov/crt/ada/hsurvey.pdf>

Select Books:

*Swanson, J. L., & Fouad, N. A., (2010) Career Theory and Practice: Learning
through Case Studies, Thousand Oaks, CA: Sage Publications.*

Niles, S. G. & Harris-Bolsbey, J., (2009). Career Development Interventions in
the 21st Century, 3rd Ed. Upper Saddle River, NJ: Merrill.

Sample: Presentation Feedback

Presenters: _____

Topic: _____

1. The information provided was clear	Yes	No
Comment:		

2. The information is important to maintaining counseling competence and a rich knowledge base.	Yes	No
Comment:		

3. The handouts are useful and clear.	Yes	No
Comment:		

4. Please describe the strengths of this session:

5. Provide feedback for polishing this presentation for use at a conference:

Assignment Checklist:

Field Work (3 units):	60 points per unit
<i>Some combination of:</i>	
10 th grade Career Explorations	
Senior Career Day Workshops	
Parent Night Workshop	
Career Interviews; Options 1-4	
Sub-total	180 points
Quizzes & Activities:	
Quizzes:	
Five quizzes	(25points total)
<i>Computer-Based Assignments:</i>	
Career Assessment Packet (MyPlan)	(5 points)
Implicit Association Test	(5 points)
<i>In-class Activities:</i>	
Dyads	(15 points total)
Sub-total	50 points
Reflections Journal	
10 intro questions	(60 points total)
10 prompts	(60 points total)
Su-total	120 points
Participation:	
Group	25
Individual	25
Sub-total	50 points
Collaborative Learning Presentation:	
Group Presentation	90
Proposal and Peer Feedback	10
Sub-total	100 points
Total Class Points	500 Points