The George Mason University
College of Education and Human Development

EDCD 610: Career and Educational Counseling
Tuesdays, 4:30– 8:30 PM, Robinson A349
Spring 2006

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Office Location: Robinson A341                        Office Hours: by appointment
Office Hours: Mondays, 3:15-4:15;                      Office Hours: 2:00- 4:00pm or by appointment
Tuesdays, 2:00- 4:00pm or by appointment

Course Description
Catalog - Prerequisites: Admission to the M.Ed in Counseling Program and EDCD 525, 604, 603 or 605, 606, 607
or 609 or permission of the instructor. You must have the prerequisites to enroll in this class. Please see the
instructor before the second class meeting if you have any questions regarding the prerequisites.
This course covers vocational choice theory, sources of occupational and educational information,
approaches to career decision making processes, and career development exploration techniques.
Attention is given to application of theory to practice. Lab is included. The focus of the class will also be
on providing career counseling within the parameters of the George Mason University Counseling and
Development Program mission, e.g., multiculturalism, advocacy, leadership, and social justice.

Student Outcomes
At the conclusion of this course, students should be able to:

• understand the major theories of career development and career decision making models,
  appropriate assessment techniques in career counseling, the use of technology in career
  counseling, the career counseling needs of diverse populations, and career information
  resources;
• demonstrate knowledge of the factors contributing to the career development of individuals during
  specific life stages;
• effectively use a variety of counseling techniques to help clients assess their skills and interests,
  appreciate personality characteristics, and clarity values;
• appropriately administer and interpret assessment instruments and apply career theory;
• successfully counsel clients regarding their career goals, life planning, and/or academic decisions;
• effectively utilize supervision and peer feedback to strengthen counseling skills;
• provide career counseling within culturally sensitive frameworks;
• serve as client advocates by helping clients identify their career supports and challenges

Relationship to Program Goals and Professional Organizations
EDCD 610 prepares students to meet the career counseling and educational planning needs of clients in
school, higher education, or community agency settings. In addition the lab component allows students to
refine and further develop basic counseling skills in a “live supervision” setting. EDCD 610 fulfills the
career counseling requirement for Virginia state school counseling licensure and for the Virginia Licensed
Professional Counselor credential. In addition, it fulfills the requirements of the CACREP core
requirement described in Section II.D.d: An understanding of career development and related life factors.

Nature of Course Delivery
This course is taught using lectures, class discussions, case studies, and a laboratory experience with
community clients.

Textbooks, Materials, and Readings
Please purchase the following:
3. An assessment packet containing the following: Strong Interest Inventory, Myers Briggs Type Indicator, and Introduction to Type and Careers. If you have already completed any of these two assessments during the last two years and still possess your test results, you do not have to purchase these tests.
4. Additional readings have been placed on E-reserve. The instructor will give you the password to access these articles. These articles are marked with an asterisk under the assignments due section.

**Course assignments**
The following are in addition to the weekly assignments listed in this syllabus. All written assignments must be typed and must follow APA format unless indicated by instructor. Grading on written work will take into account the following factors: quality of written work and adherence to requirements of assignment. Inadequate proofreading or late assignments will result in grade reductions. CDA I’s graded “C” must be rewritten as required by the instructor and may prevent the student from working with a client.

A. **Class participation.** Be prepared to contribute significantly to a discussion of each theory focusing on the following: 1) background and major contributors; 2) key concepts and assumptions; 3) techniques and implications for counseling; and 4) strengths and weaknesses of the theory including how it does or does not relate to multiculturalism, social justice, leadership, and advocacy. Since you will be graded on class participation and your lab work, consistent attendance is especially important in this class. No planned absences are allowed during the lab because of our commitment to and contract with our clients. Do not enroll in this class if you cannot fulfill this attendance policy.

B. **Reflection on Readings.** Each week during classes 1 through 7 prepare a typed reflection of no more than two paragraphs exploring how the reading for that week relates to your own career development process. These responses will be collected, discussed in class, and used towards your class participation grade.

C. **Website Critique.** All students will review and critique two websites that provide career information both for your client and/or yourself. Prepare a one-page summary on each of your reviews which includes a description and critique of the services provided. Make copies of your summary for your fellow students. Make sure to include the title and the URL of the websites in your one-page summaries.

D. **Career Development Analyses.** You will prepare two papers titled “Career Development Analyses.” The “client” in the first one, CDA I, may be yourself or a classmate. The paper should include the following sections:

    CDA I

1. **Description of the client, presenting problem and counseling goals.** While you may not have a career issue to address, you may use this opportunity to verify that counseling is an appropriate field for you.

2. **Personal/Family Background.** What was the atmosphere of the home like? What values, particularly pertaining to gender roles, division of duties, education, and work prevailed? What needs had to be met? This is not an exhaustive list. Consider both the family of origin and the current family/significant others. You should address what appeared to be relevant in shaping the career development of your client including perceived supports, challenges and barriers (both intrapersonal and extrapersonal) in meeting and implementing career goals.

3. **Social relationships /activities.** What areas outside of paid employment seem to interest your client? How does he/she seem to interact with people?
4. **Career development.** Review the education and work history of the person. Note successes and/or difficult areas. Note important decisions made and how/why they were made.

5. **Assessment results.** Describe the purpose and results of each inventory taken by the client. Describe it in enough detail so that if the client wants to review the results a year from now they will still be understandable. Be sure to interpret—give meaning for your client beyond a mere score—for each instrument used. Review formal (SII, MBTI) assessments and any informal instruments/exercises (such as TFL). Be sure to note patterns and how one piece of data supports or contradicts another. Use client statements to validate or contradict instrument data. Identify the important issues for your client and how they relate to the data.

6. **Conclusions.** Integrate data from all sessions and sources. Explain findings/outcomes of your counseling sessions, identifying patterns, trends and contradictions. Be sure to relate them to your client’s stated goals for counseling. Support them with client statements when possible. Raise questions/issues which you think the client needs to address.

7. **Recommendations.** Give your client’s specific suggestions (organizations, websites, books and other resources) for taking the next steps in their career decision-making. Identify specific steps for using each resource and explain why and how the resource may be helpful. A recommendation such as "explore graphic art field" is inadequate and unhelpful. Instead, direct the client to specific resources related to careers in graphic arts; identify professional associations and educational programs in graphic arts; and give suggestions for how to arrange an informational interview or tips for going on an actual job interview. Be creative and concrete! Where appropriate, list areas/issues which you think your client might address beneficially in future general or career counseling.

8. **Attachments.** Attach a copy of the SII Snapshot (p.1) and p. 6, and MBTI preference scores.

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**CDA II**

The subject of this paper will be the individual whom you counsel in the lab segment of this course. It will include sections #1 through #8 as listed above. Prepare two copies of this paper—one for the instructor and one for the client. Section #8 may not be necessary for the client’s copy if all assessments have been returned. Keep in mind the following:

- The tone of the paper should be professional and the language used should foster your client’s understanding. Avoid jargon or technical terms.
- Support conclusions with examples. Do not imply more certainty than the data warrants.
- Be sure to include the client’s reactions to the assessments in your paper and refer to your client directly as if speaking to him or her.
- Make recommendations very concrete and specific.
- Be sure the paper is professional in appearance and presentation and that there are no spelling/grammar errors.
- Return all assessments to the client. With the MBTI, return only the page with scoring and type descriptions. Destroy the remaining pages at the end of the sessions.
- A rubric discussing how the CDA’s will be evaluated will be passed out to all students.

**E. Session Taping and Analysis.** Submit tapes and analyses to instructor and teaching assistant as instructed. Be sure that audiotapes are of acceptable listening quality. Destroy all tapes after counseling is completed. Each tape analysis should consist of an evaluation of your strengths and growth areas during your counseling session. Note specific areas in the tape where you felt challenged or where you felt you provided good counseling interventions.

**Grading**
EDCD 610 is a graded course. Students must achieve a “B” or higher in order to successfully complete/pass the requirements of the Practicum. Included in the assignments is the requirement that the following must also be met to receive a passing grade:

- Completion of all assignments of acceptable quality, turned in by date due;
- Attendance at all classes. Two or more unexcused absences will result in course failure. Student attendance is mandatory during all career counseling sessions.
- Active classroom participation and lab process group participation, including discussion of reading materials and providing and accepting constructive feedback and suggestions for and from classmates, TA and instructor.

**Summary of Grading System & Course Requirements**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20</td>
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<tr>
<td>Website critiques</td>
<td>5</td>
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<tr>
<td>CDA I</td>
<td>15</td>
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<tr>
<td>CDA II</td>
<td>20</td>
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<tr>
<td>Tape with analysis</td>
<td>10</td>
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<tr>
<td>Counseling effectiveness, growth, and professionalism (lab)</td>
<td>30</td>
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**Grading**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:


**Counseling & Development Program Professional Dispositions**

**Professional Performance Criteria** (Effective February 25, 2003).

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

**College of Education and Human Development Statements of Expectations**

The College of Education and Human Development (CEHD) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See

http://gse/gmu.edu/programs/counseling/professional_performance.htm for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See

http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See

http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>January 24</td>
<td>Introduction to Career Counseling</td>
<td>NHB Ch. 1</td>
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<td></td>
<td>Career Lifelines</td>
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<td>Review of Syllabus and Lab Expectations</td>
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<td></td>
<td>Completion of SII</td>
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<td>January 31</td>
<td>Theory: Super &amp; Gottfredson: Ethical issues, Career Counseling strategies; Resume writing/interview skills/job etiquette Lab practice (TFL)</td>
<td>NHB p. 34-61</td>
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<td>Ch. 5, 14; TFL 1-3</td>
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<td>Bring in resume/genogram</td>
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<td>February 7</td>
<td>Theory: Social Learning, MBTI Assessment and Career Planning, Lab Practice (MBTI) The Intake Interview Lab practice (Intake interview/MBTI) Visit from Arlington-Alexandria Coalition for the Homeless, Inc.</td>
<td>NHB p. 72-79, Ch. 6; TFL 4-6; Intro to Type and Careers; MBTI completed</td>
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<td></td>
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<td>*Ponterotto, Rivera, &amp;Sueyoshi</td>
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<td>February 14</td>
<td>Theory: Holland; SII, SDS Career Development and Diverse Populations Lab practice (SII)</td>
<td>NHB p. 61-70, Ch. 4; TFL 7-9</td>
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<td>*Chung; Helms &amp; Piper</td>
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<td>February 21</td>
<td>Theory: Social Cognitive, CIP Career Center visit; Using Information and Technology Lab practice (Skillscan)</td>
<td>NHB p. 85-96, Ch. 7,8; TFL 10-12</td>
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<tr>
<td>February 28</td>
<td>Theory: Brown, Hansen; K-12 Career Development Guest speaker: Nancy Donnelly; Lab practice (Values)</td>
<td>NHB p. 97-104, Ch. 9, 10, 11 TFL 13-15</td>
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<td>Website reviews due</td>
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<td>March 7</td>
<td>Theory: Narrative, Constructivist, Career Development in Agencies/ Guest speaker: Dr. Diana Gibb; Final lab preparation Client assignments given by TA</td>
<td>NHB 104-111, Ch. 12, 13 TFL 16-18</td>
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<td>CDA I due</td>
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<td>*Palladino Schultheiss</td>
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<td>March 14</td>
<td>Spring break-classes canceled</td>
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<tr>
<td>March 21</td>
<td>Client session I</td>
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<td>March 28</td>
<td>Client session II</td>
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<td>April 4</td>
<td>Client session III</td>
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<td>April 11</td>
<td>Client session IV</td>
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<td>April 18</td>
<td>Client session V</td>
<td>CDA II (draft)</td>
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<td>April 25</td>
<td>Client session VI</td>
<td>CDA II (final)</td>
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<tr>
<td>May 2</td>
<td>Case Wrap Ups/ Class Evaluation</td>
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