GEORGE MASON UNIVERSITY
Graduate School of Education

EDCD 610: Career and Educational Counseling (4 semester hours)
Section 002
Spring 2005

Instructor: Lorene B. Ulrich, Ph.D.
Class Location: Robinson A349
Office Hours: By appointment on Wednesdays in Robinson A347
Phone: 540-230-5916 (cell) or 703-241-8576
Class Meeting Day & Time: Wednesdays, 4:30 - 8:30 pm   Email: lulrich@vt.edu

Course Description
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.
Prerequisites: Admission to the M.Ed. in Counseling program and EDCD 525, 604, 603 or 605, and 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.

Student Outcomes
At the conclusion of this course, students should be able to:
--understand the major theories of career development and decision making models,
appropriate assessment techniques in career counseling, the use of technology in career counseling, the career counseling needs of special 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 clarify 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.
--understand how career counseling can further the goals of the C&D mission statement.

Attendance
Consistent attendance is especially important in EDCD 610 as the first eight weeks of class include intensive preparation for the lab experience. **No planned absences are allowed during the lab because of our commitment to and contract with our clients. Please do not enroll in this class if you cannot fulfill this attendance policy.**

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 and 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 requirement of the CACREP core requirement described in Section II.K.d: An understanding of career development and related life factors.

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

A. Please purchase the following:
3. An assessment packet containing the following: Strong Interest Inventory, Myers-Briggs Type Indicator, Introduction to Type, and Introduction to Type and Careers.
4. A handout packet from the bookstore in the Johnson Center.


C. The Strong Interest Inventory and MBTI manuals and videotapes are on reserve in the Johnson Center Library.

D. Students must provide their own audio recorders and tapes for each client counseling session. Instructor prefers the smaller tape recorders. Please test your equipment’s recording capability before the first client session. Electrical outlets are available in each room.

E. Each week, the instructor will email the class with information and resources for the next class including the agenda, discussion questions, assignment reminders or modifications to assignments, Power Point slides, and other class resources/handouts. Be sure to read these emails and download the relevant attachments and bring to class.

Assignments

All written assignments must reflect APA format.

A. Class Participation. Be prepared to contribute significantly to the following:
- **Theory Discussion** (using content from reading and assigned questions) - major contributors; key concepts and assumptions; techniques and implications for counseling; and strengths and weaknesses of the theory.
- **Career Development Issues** (using content from reading and assigned questions) – topics will include such topics as technology, ethics, diverse populations.
- **Peer Feedback** during the lab practice and the community client sessions.

B. **Journal.** Each week, classes 1 through 7, prepare a (typed) reflection of no more than two pages exploring how the reading (NHB) for that week relates to the setting in which you plan to work, your own career development, or a family member’s or friend’s career development. Journal will be evaluated for accuracy in understanding and applying the readings.
C. **Web Sites Review.** All students will review two websites that provide career information both for your client and/or yourself. I will provide an extensive list of sites. Please let me know what sites you have chosen to avoid duplication. Prepare a two-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. You will have five to ten minutes in class to present your summary, which should provide the following:

1. **The title and the URL of the web site reviewed.**

2. **A description of the web site** – its purpose, the name of the organization for which it was developed, comments on the content and type of graphics included at the site, how the site might be used for career counseling, and who will most benefit from this site.

3. **An evaluation of the web site** – Possible areas to discuss are listed below. You are not required to discuss each point but select those issues you believe are important. However, do not ignore the first bullet. Does the site:

   - Follow NCDA Guidelines for the Use of the Internet for Provision of Career Information and Planning Services ([www.ncda.org](http://www.ncda.org)) [click Internet Resources] as well as the ethical guidelines for Internet based counseling services endorsed by NBCC ([www.nbcc.org/ethics](http://www.nbcc.org/ethics))?
   - Have a clear identification of the name and address of the organization for which the web site was developed?
   - Include a short statement of the purpose of the site?
   - Contain an index near the beginning of the site which can be easily linked back and forth?
   - Have correct grammar, punctuation, and spelling throughout?
   - Include enough images to be attractive but not so many that the page takes excessive time to load when using a modem?
   - Include an e-mail address listed for further questions or comments and/or link to Frequently Asked Questions (FAQs)?
   - Clearly identify the target audience (e.g., adults, children, international, etc.)?
   - Contain career development information content which is up-to-date, accurate, and would be useful for the target audience?
   - Appear to be free of bias (e.g., gender, ethnic, and age)?
   - Seem to be user-friendly (i.e., easy to use and navigate by target audience)?
   - Include a date when the site was last updated?
   - Provide information about the qualifications of the developer of the content?
   - Other factors that you think are relevant to a good and useful website?

4. **An overall evaluation of the web site,** using “two thumbs up” as excellent, “one thumb up” as fair, and “no thumbs up” as poor.
E. Career Development Analyses (CDA). You will prepare two papers titled Career Development Analyses. The client in the first one, CDA I, will be you. The second client, CDA II, will be your client assigned for your community lab (second part of the semester).

CDA I – Outline

**Introduction** – Explain the purpose of the CDA. Describe the content of the CDA. This section should be one brief paragraph.

**Description of you, presenting problem (or situation) 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.

**Personal/family background.** What was the atmosphere of your home like? What values, particularly pertaining to gender roles, division of duties, education and work, prevailed? This is not an exhaustive list. Please address those issues, people, and life events that have been relevant in shaping your career.

**Social relationships/activities.** What areas outside of paid employment are you interested in? How do you interact with people?

**Career development.** Review your education and work history. Note successes and/or difficult areas. Note important decisions and how/why you made them.

**Assessment results.** Describe the purpose and results of each inventory (MBT I, SSI, SDS). Describe it in enough detail so that you want to review the results a year from now they will still be understandable. Be sure to interpret--give meaning beyond a mere score--for each instrument used. Review formal (SII, MBTI) assessments. Discuss the activities that you completed in TFL. Be sure to note patterns and how one piece of data supports or contradicts another. Use information from personal background, social relationships, and career history to validate or contradict instrument data. Identify the important issues for you and how they relate to the data.

**Conclusions.** Integrate data from all above sources. Identify patterns, trends and contradictions. Be sure to relate them to your career goals. Raise questions/issues which you think you need to address. Are you pursuing the appropriate career and why? If not, what should you be exploring? What other options might you consider either now or for the future?

**Applying Career Theory to My Career Development** – Based on your reading and class discussion of all the career theories, write a narrative answering the following questions:

- Which theory or theories are more applicable to your own career decision making than others? Explain why.
- What aspects of your career history and decision making are not explained by the theories?
- What role has your culture and gender played in your career decision decisions?

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

**Note about CDA I** – This is a personal document for you – a personal reflection paper. It is not a clinical counseling paper. Although you are should follow APA for writing style and format, you can use “I” in your writing.
CDA II - Outline

**Introduction** – Explain the purpose of the CDA. Describe the content of the CDA. This section should be one brief paragraph.

**Description of the client, presenting problem (or reasons for seeking career counseling) and counseling goals.**

**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? This is not an exhaustive list. Please address what appeared to be relevant in shaping the career development of your client. Consider both the family of origin and the current family/significant others.

**Social relationships/activities.** What areas outside of paid employment seem to interest your client? How does he/she seem to interact with people?

**Career development.** Review the education and work history of the person. Note successes and/or difficult areas. Note important decisions and how/why they were made.

**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.

**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.

**Recommendations.** Give your clients 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; give suggestions for how to arrange an informational interview with a graphic artist, and identify articles or books about informational interviews. Be creative! Where appropriate, list areas/issues which you think your client might address in planning their future career steps.

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

**Notes about CDA II**

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 should foster your client’s understanding. Avoid jargon or technical terms.
--Support conclusions with example. Do not imply more certainty than the data warrants (e.g., “A high score suggests…” rather than “A high score means…”).
--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. Quotes from your sessions will make your assessment or analyzes more meaningful.
--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.

This CDA is not considered “clinical notes” that will be reviewed by other professionals. It is a working
document for clients to use in their future decision making. Make it personal for your client by stating in
the introduction how you enjoyed working with them and at the end wishing them well in their future.
Although you are should follow APA for writing style and format, you can use “you” in your writing.

Notes about both CDA’s

CDA’s are evaluated using the following criteria.

--thoroughness in addressing relevant issues and client dynamics (CDA II)
--accuracy in interpretation of instrument data
--logical analysis and synthesis of all data
--appropriateness for addressing client goals (CDA II)
--thoroughness and appropriateness of recommendations (CDA II)
--organization, sentence structure, punctuation and typographical accuracy
--adherence to APA format

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.

Grading

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<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>CDA I</td>
<td>20%</td>
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<tr>
<td>CDA II</td>
<td>15%</td>
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<tr>
<td>Journals</td>
<td>5%</td>
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<td>Web site reviews and presentation</td>
<td>10%</td>
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<td>MBTI and SSI Quizzes</td>
<td>5%</td>
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<td>Counseling sessions self-analysis</td>
<td>10%</td>
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<td>Counseling effectiveness, preparation, growth, and professionalism (community sessions)</td>
<td>25%</td>
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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 grade of B- or higher must be obtained in EDCD 610 in order to continue in the program.
<table>
<thead>
<tr>
<th>DATE</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>January 26</td>
<td>Introductions&lt;br&gt;Review of Syllabus&lt;br&gt;Introduction to Career Development&lt;br&gt;Your Own Career Development&lt;br&gt;Completion of MBTI and SII</td>
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<tr>
<td>February 2</td>
<td>Theory: Super &amp; Gottfredson Information on Web Review Assignment Assessment &amp; Career Counseling MBTI</td>
<td>NHB – Chapter One; Chapter two p. 34 to 60; Chapter five.&lt;br&gt;TFL – Chapter 1, 2, 3</td>
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<td>February 9</td>
<td>Theory: Social Learning More MBTI Overview six counseling sessions Counseling Techniques Review/demo of Session One Lab practice – Session One Processing of Lab Experience</td>
<td>NHB – Chapter two p. 72-79; Chapter eight&lt;br&gt;TFL – Chapters 4, 5, and 6</td>
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<td>February 16</td>
<td>Web Site Reviews Theory: Holland SSI and SDS Career information and Resources Review of CDA I MBTI Quiz Practice Lab – MBTI Processing of Lab Experience</td>
<td>NHB – Chapter two p. 61- 71; Chapter six&lt;br&gt;TFL – Chapters 7, 8, 9, 10&lt;br&gt;Plans/outline for MBTI session with partner</td>
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<td>February 23</td>
<td>Web Site Reviews Technology and Career Counseling Theory: Hansen and Brown Blending MBTI and SSI Review/demo session 3 Review/demo session 4 (values) Practice Lab – session 4 Processing Lab Experience</td>
<td>NHB – Chapter three p. 97 – 104; Chapter seven&lt;br&gt;TFL – Chapters 11, 12, 13, 14</td>
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<td>March 2</td>
<td>Career Center Visit Web Site Reviews Theory: Social Cognitive and Narrative SSI Quiz Practice Lab SSI Processing Lab Experience</td>
<td>NHB Chapter three p. 86 – 96; 104 – 110. Chapter to be assigned&lt;br&gt;TFL – Chapters 16, 17, 18&lt;br&gt;Plans/outline for SSI session with partner&lt;br&gt;CDA I Draft to be sent electronically during this week</td>
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<td>March 9 9</td>
<td>CDA I appointments * Chapter four</td>
<td>(exact date given in class)</td>
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<td>March 16</td>
<td>No class spring break</td>
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<td>March 23 –</td>
<td>CDA II Review of CDA II Ethical Issues, Career Counseling Career</td>
<td>NHB – Chapter 14 Final CDA I</td>
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<td>class time will be from 5 to 9</td>
<td>Counseling and Diverse Populations Preparation for Counseling Sessions Client Assignment</td>
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<td>March 30</td>
<td>Client Counseling Session 1</td>
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<td>April 6</td>
<td>Client Counseling Session 2</td>
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<td>April 13</td>
<td>Client Counseling Session 3</td>
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<td>April 20</td>
<td>Client Counseling Session 4 CDA II Appointments</td>
<td>CDA II Draft to be sent electronically during this week (exact date given in class).</td>
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<td>April 27</td>
<td>Client Counseling Session 5 CDA II Appointments</td>
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<td>May 4</td>
<td>Client Counseling Session 6 Class Wrap Up</td>
<td>Final CDA II</td>
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Students requiring special assistance or consideration due to a documented disability may contact the Disability Resource Center at 993-2427 to arrange accommodations. Instructor must be notified of necessary accommodations by the second class meeting. Students desiring assistance with writing papers may contact the Writing Center at 993-1200.

All students are expected to abide by (1) the honor code described in the current GMU catalog and (2) the Professional Performance Criteria described on the Counseling and Development Program’s website.

Please be advised that the GMU Faculty Senate adopted the following university-wide attendance policy, effective Spring 2003:

“Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam without an acceptable excuse may be penalized according to the individual instructor’s grading policy, as stated in the course syllabus.”