George Mason University
Graduate School of Education
EDCD 610: Career and Educational Counseling (4 hours)
Fall 2005

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Office Hours: by appointment only

Course Description
This course covers career development interventions and theories, career development across the life span and with diverse populations, approaches to the career decision-making process and career counseling strategies, interventions and techniques. Specific attention is given to application of theory to practice. There is a lab component to this course.

Prerequisites
Students must have completed EDCD 525, 604, 603 or 605 and 606, 607 or 609. Admission to the M.Ed. Counselor Education Program is also required. You must have the prerequisites to enroll in this class.

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.

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

- Understand the major theories of career development and decision making models.
- Understand appropriate assessment techniques and career information resources in career counseling.
- Understand the use of technology in career counseling.
- Understand the career counseling needs of special populations.
- Demonstrate knowledge of the factors contributing to the career development of individuals during specific stages of life.
- 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.
**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 (LPC) credential. In addition, this course 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, case studies, in-class and blackboard discussions and a laboratory experience with community clients.

**Textbooks and Other Materials**

A. Please purchase the following:

- Assessments:
  1. Strong Interest Inventory (SII)
  2. Myers-Briggs Type Indicator (MBTI)
  3. Introduction to Type
  4. Introduction to Type and Careers
- *Self-Directed Search* from the Psychological Assessment Resources website at: www.self-directed-search.com
- *Skillscan* from www.Skillscan.net

B. SII and MBTI manuals will be on reserve in the Johnson Center Library

C. Students must provide their own recorders and tapes for each client counseling sessions. Instructor prefers the smaller tape recorders. Please test your equipment before the session with the client. Electrical outlets are available in each room.

**Assignments**

The following assignments are in addition to the assignments listed on the syllabus. All written assignments must reflect APA format.

- **Class participation** – be prepared to contribute significantly to the following:
  1. Theory discussion – using content from reading be able to discuss major contributors, key concepts and assumptions, techniques and implications for counseling and strengths and weaknesses of the theory.
  2. Career development issues – discussions will include such topics as technology, ethics and diversity issues.
  3. Peer feedback – during the lab practice and client sessions.
• **Blackboard** – each week, respond at least twice to discussion topics on blackboard beginning the second week of class.

• **Web sites Review** – All students will review 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. 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** – using “two thumbs up” as excellent, “one thumb up” as fair, and “no thumbs up” as poor.
  4. **Some other 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) [click Internet Resources] as well as the ethical guidelines for Internet based counseling services endorsed by NBCC (www.nbcc.org/ethics)?
     - Does 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 an e-mail address listed for further questions or comments and/or link to Frequently Asked Questions (FAQs)?
     - Does site clearly identify the target audience (e.g., adults, children, international, etc.)?
     - Contain career development information content that 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?
• **Career Counseling and Diverse Populations** - Each student will research a career counseling issues related to a minority group (e.g. specific cultural group, individuals with disabilities, pregnant teens). Each student will prepare a summary of their findings that will cite at least 2-3 research articles, summarize the critical career issues faced by the group, recommend counseling strategies, and present these findings to the class and facilitate a class discussion on the topic. For this project students may chose to work alone or with a partner.

• **Career Development Analyses (CDA)**
  Each student will prepare 2 papers titled “Career Development Analyses”. The “client” in the first paper, CDA I, may be yourself or a classmate. The client in the second paper, CDA II will be the individual whom you counsel for the lab section of this course. The paper should include the following sections:

  **CDA I**
  This analysis should contain the following information:

  1. **Introduction** - Explain the purpose and describe the content of the CDA. This section should be one brief paragraph.
  2. **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.
  3. **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 in the home? 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 or origin and the current family situation.
  4. **Social relationships/activities** – What areas outside of paid employment seem to interest your client? How does he/she seem to interact with people?
  5. **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.
  6. **Assessment results** – Describe the purpose and results of each inventory taken by the client. Describe 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, Skillscan) assessments and any informal instruments/exercises such as activities used in 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.
  7. **Conclusions** – Integrate data from all sources above. Explain findings/outcomes of your counseling sessions; identify 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 that you think the client needs to address.

8. **Recommendations** - Give your client 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 careers in graphic arts”; identify professional associations and educational programs in graphic arts; give suggestions for how to arrange informational interview with a graphic artist, and identify articles and/or books about informational interviews. Be creative! Where appropriate, list areas/issues that you think your client might address beneficially in future general or career counseling.

9. **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. This paper will include:

This analysis should contain the following information:

1. **Introduction** - Explain the purpose and describe the content of the CDA. This section should be one brief paragraph.

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

3. **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 in the home? 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 or origin and the current family situation.

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

5. **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.

6. **Assessment results** – Describe the purpose and results of each inventory taken by the client. Describe 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, Skillscan) assessments and any informal instruments/exercises such as activities used in 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.
7. **Conclusions** – Integrate data from all sessions and sources above. 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 that you think the client needs to address.

8. **Recommendations** - Give your client 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 careers in graphic arts”; identify professional associations and educational programs in graphic arts; give suggestions for how to arrange informational interview with a graphic artist, and identify articles and/or books about informational interviews. Be creative! Where appropriate, list areas/issues that you think your client might address in planning their future career steps.

9. **Attachments** – Attach a copy of the SII snapshot p. 1 and p. 6 and MBTI preference scores.

**Notes about CDA II**
- You will need to prepare 2 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. Also, 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 examples. 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 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.
  - The 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 following APA format, you can use “you” in your writing.
  - Return all assessments to the client. With the MBTI, return only the page with the scoring and type descriptions.
  - Destroy the remaining pages at the end of the sessions.

**Session Taping and Analysis** – submit tapes and analyses to instructor and teaching assistant as instructed. Be sure that the audiotapes are of acceptable listening quality. **Destroy all tapes after counseling is completed.**
Evaluation of CDA's
The following criteria is used to evaluate the CDA's:
• thoroughness in addressing relevant issues and client dynamics
• accuracy in interpretation of instrument data
• logical analysis and synthesis of all data
• appropriateness for addressing client’s goals
• thoroughness and appropriateness of recommendations
• organization, sentence structure, punctuation and typographical accuracy

Grading
Class and blackboard participation 10%
Websites review 5%
Career Counseling & Diverse Populations 10%
CDA I 15%
CDA II 20%
Tape with analysis 10%
Counseling effectiveness, growth, 30%
Professionalism (LAB)

Inadequate proofreading or late assignments will result in grade reductions.

All students are expected to abide by GMU’s HONOR CODE:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the even that the individual is found guilty, he or she will be punished accordingly. Please refer to the university Catalog or Website at http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

PROFESSIONAL DISPOSITIONS
GMU students are expected to exhibit professional behavior and dispositions. See: www.gse.gmu.edu for a listing of these dispositions. As counselor trainees, you have additional professional performance standards: C&D’s Professional Performance Criteria (Effective February 25, 2003). The American Counseling Association code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to exhibit the Professional Performance Criteria, found on C&D’s homepage: http://gse.gmu.edu/programs/counseling/policies.htm

TECHNOLOGY USE
GMU 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.
NOTE: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. 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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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>8/31</td>
<td>Review Syllabus</td>
<td>Niles ch 1</td>
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<td>Introduction to career Counseling</td>
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<td>09/07</td>
<td>Theory: Super</td>
<td>Niles p. 29-48 and ch 5, 14</td>
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<td>Lab Practice: TFL</td>
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<td>Assessment &amp; Career planning</td>
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<td>Niles p. 48-61 and 72-80</td>
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<td>Niles p. 61-72 and ch 4</td>
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<td>Diversity Paper due</td>
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<td>10/05</td>
<td>Theory: Brown and Hansen</td>
<td>Niles p. 97-104 and</td>
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<td>k-12 Career Development</td>
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<td>Lab practice: Values</td>
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<tr>
<td>10/12</td>
<td>Theory: Narrative, Constructivist</td>
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<td>Career development in higher Ed and Agencies</td>
<td>ch 12, 13</td>
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