GEORGE MASON UNIVERSITY
Graduate School of Education

EDCD 610: Career and Educational Counseling (4 semester hours)
Program Code 01325, Section 004
Fall 2004

Instructor: Lorene B. Ulrich, Ph.D.
Class Location: Robinson A349
Office Hours: By appointment on Thursdays 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 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.

B. The Strong Interest Inventory and MBTI manuals and videotapes are on reserve in the Johnson Center Library. The Self-Directed Search manual are available from the instructor.

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

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

A. Class participation. Be prepared to contribute significantly to a discussion of each theory focusing on the following:
   --background and major contributors
   --key concepts and assumptions
   --techniques and implications for counseling
   --strengths and weaknesses of the theory

B. Journal. Each week, classes 1 through 7, prepare a (typed) reflection of no more than two pages exploring how the reading for that week relates to the setting in which you plan to work. Journal will be evaluated for accuracy in understanding and applying the readings.

C. Services and web sites review. School track students should review the website of a school district anywhere in the U.S. which explains online its career services for pre-K-12 students. Agency track students should review the website of or visit any public or private agency anywhere in the U.S. which provides career services to the general public. All students should review a website that would provide career information both for your client and/or your self. Please let me know what sites you have chosen to avoid duplication. Prepare a one-page summary on each of your reviews (i.e., one service and one web resource) which includes a description and critique of the services provided. Make copies of your summary for your fellow students. You will have five minutes in class to present your summary.

D. Career Counseling and Diverse Populations. Each student with a team of two other students will research the career counseling issues relating to one diverse group, which will be selected on the first class. Each team will present their findings to the class, facilitate a class discussion, and prepare a summary sheet for the class that will cite 2-3 recent research articles, summarize critical career issues faced by the assigned group, recommend counseling strategies, list resources (agencies and web sites). Each team member must commit to equal work/research responsibilities.
E. 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? 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.

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 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 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 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.

**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 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.
--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.

CDA’s are evaluated using the following criteria.
--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 goals
--thoroughness and appropriateness of recommendations
--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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<thead>
<tr>
<th>Class participation</th>
<th>5%</th>
<th>Tape with analysis</th>
<th>10%</th>
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<tbody>
<tr>
<td>CDA I</td>
<td>10%</td>
<td>Services review</td>
<td>5%</td>
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<tr>
<td>CDA II</td>
<td>15%</td>
<td>Counseling effectiveness, growth and professionalism (lab)</td>
<td>40%</td>
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<td>Journals</td>
<td>5%</td>
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<tr>
<td>Diverse Population</td>
<td>10%</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.

SCHEDULE OF CLASSES AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>9/1</td>
<td>Review of Syllabus</td>
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<td></td>
<td>Introduction to Career Counseling</td>
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<td></td>
<td>Completion of SII</td>
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<td>9/8</td>
<td>Theory: Super &amp; Gottfredson; Ethical Issues, Career Counseling Strategies, Lab Practice (TFL)</td>
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<td>NHB p. 29-48, Ch. 5, 14; TFL 1-3</td>
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<td>9/15</td>
<td>Theory: Social Learning, MBTI Assessment &amp; Career Planning, Lab practice (MBTI)</td>
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<td>NHB p. 58-65, Ch. 6; TFL 4-6; Intro to Type; Intro to Type &amp; Careers; MBTI completed</td>
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<tr>
<td>9/22</td>
<td>No class</td>
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<td></td>
<td>Preparation for Diverse Population assignment</td>
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9/29  Theory: Holland; SII, SDS  
Career Development & Diverse Populations, Lab practice (SII)  
NHB p.49-57, Ch. 4;  
TFL 7-9;  
SDS completed

10/6  Theory: Social Cognitive, CIP  
Career Center Visit; Using Information & Technology;  
Career Development & Diverse Populations  
Lab practice (First session)  
NHB p. 70-80, Ch. 7, 8;  
TFL 10-12

10/13  Theory: Brown, Hansen  
K-12, Higher Ed., & Agencies  
Career Development  
Guest speaker TBA  
NHB p. 81-86, Chs 9 - 13  
TFL 13-15

10/20  Theory: Narrative, Constructivist,  
Lab preparation  
Client Assessments given by T.A.’s  
Group meetings  
NHB p. 87-92  
TFL 16-18;  
CDA I  
Lab handbook

(If acceptable to all class members, we may meet from 5:00 to 9:00 this evening.)

10/27  Client Session 1  
11/3  Client Session 2  
11/10  Client Session 3  
11/17  Client Session 4  
12/1  Client Session 5  
12/8  Client Session 6 & Wrap-Up  
CDA II (draft--sections #1-5 & 8)  
CDA II (final)

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.”