

**The George Mason University  
College of Education and Human Development  
Counseling and Development Program**

**EDCD 610.002: Career and Educational Counseling (3 credits)  
Mondays, 4:30-7:10 PM, Robinson A349  
Spring 2010**

**Instructor: Regine Talleyrand, Ph.D.**

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**Office Hours:** Mondays, 12:00-1:30pm; 3:30-4:00 pm or by appointment

**Course Description**

**Catalog - Prerequisites:** Admission to the M.Ed in Counseling Program and EDCE 601, 603, 604 (or concurrent), or permission of the instructor. You must have the prerequisites to enroll in this class.

This course is designed to provide students with a comprehensive introduction to the theoretical and practical aspects of career counseling and development by a) reviewing the history of career development theories and vocational counseling, b) discussing empirical studies and research questions on the psychology of work, and c) exploring the influence of the multicultural movement of career counseling and development. It is hoped that students will develop a broad understanding of the major theoretical, practical, and empirical based issues that characterize each theory discussed in this course. To facilitate students' self-awareness as careered individuals and career counselors, students will also have the opportunity to complete self-report instruments, conceptualize case study materials, conduct a written career assessment based on their own career-related personality and identity, and participate in a community-based service learning project.

**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, interests and values, identify their career supports and challenges, and engage in career, academic and/or life planning;
- appropriately administer and interpret assessment instruments and apply career theory;
- 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, or community agency settings. In addition, the service learning project component allows students to refine and further develop basic counseling skills in a "real" counseling setting. EDCE 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 community service learning project.

### **Required Textbooks, Materials, and Readings**

1. Niles S. G., & Harris-Bowlsbey, J. (2009). Career development interventions in the 21<sup>st</sup> century. (3<sup>rd</sup> edition). Upper Saddle River, NJ: Pearson. (NHB)
2. Hecklinger, F. & Black, N (2009). Training for life (10<sup>th</sup> edition). Dubuque: Kendall/Hunt. (TFL)
3. An assessment packet containing the following: Myers Briggs Type Indicator, and Introduction to Type. If you have already completed this assessment during the last two years and still possess your test results, you do not have to purchase this test. You will also need to complete the Self-Directed Search which is available online at <http://www.self-directed-search.com/>. Current cost is \$9.95.
4. Additional readings will be assigned in class. See syllabus for details.

### **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 (6<sup>th</sup> edition) unless indicated by the 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.**

**A. Class participation (20 points)** Be prepared to reflect on your own life experiences as they relate to topics of discussion with the class and group process. Also, 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. Grades for this portion of the class will be determined by quality of the participation. If students miss more than 1 class without acceptable reasons (e.g., family emergency, illness with a doctor's note), it will affect the participation grade. If students miss two or more classes with unexcused absences, he or she will not receive a passing grade for the course. If there is a scheduling conflict that interferes with attendance during any portion of this class, students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester. Use of cell phones and/or a Blackberry is NOT permitted during class time.

**B. Reflection on Readings** Each week during classes 2 through 8 prepare a typed reflection (1-2 paragraphs) exploring how the reading for that week relates to your own career development process. These reflections should be personal reflections regarding your reactions to the readings (NHB) and any questions you may have rather than a regurgitation of the reading material. These responses will be collected, discussed in class, and used towards your class participation grade. They can also be incorporated in your Career Development Paper (see Course assignment item C below).

**C. Career Development Paper (30 points)** You will prepare one paper (8-10 pages) that will examine your personal career development process including the following information:

1. Personal/Family Background You should address what personal/familial experiences appear to be relevant in shaping your career development including perceived supports, challenges and barriers (both intrapersonal and extrapersonal) in meeting and implementing career goals. Some topics of discussion include what was the atmosphere of your home like? What values, particularly pertaining to gender roles, division of duties, education, and work prevailed? What needs had to be met? What challenges did you experience based on your racial/ethnic/gender/religious background? This is not an exhaustive list. Consider both your family of origin and your current family/significant others.

2. Career development. Review your education and work history. Note successes and/or difficult areas. Note important decisions made and how/why they were made. Be sure to discuss career theories and concepts when you present your career development. For example, which theory (or theories) fits with the career development process you are undergoing?

3. Assessment results. Describe the purpose and results of each inventory that you have taken this semester. Review formal (MBTI/SDS) assessments and any informal instruments/exercises (such as TFL). Be sure to note patterns and how one piece of data supports or contradicts another. Discuss your strengths and growth areas based on your assessment data. Identify important issues from #1 & #2 and how they relate to your data.

4. Conclusion. Integrate all of the information you have presented and discuss how that shapes your current career trajectory. How does this information inform how you will do career counseling or counseling in general? How does this information influence your personal and professional identity?

5. Attachments. Attach a copy of any of the inventories you have completed to your paper.

**E. Career Counseling Service Learning Project (SLP) (25 points)**. Each student will participate in a career counseling group service learning project that will take place at a site in the community. You will be responsible for designing, facilitating, and evaluating a career intervention program/workshop for students and/or clients in the community. The career program you design will require the use of traditional and/or non-traditional methods of assessment and career counseling based on the needs of your site. You will be assigned a site during the third week of class and will work in groups of 4 to develop your career intervention through communication with your site and application of class materials. A tentative proposal for your project (1 page) will be handed in to me on March 1st. Your workshop will take place at your site during the weeks of March 22<sup>nd</sup> through April 19<sup>th</sup> and you also will present your workshop to the class (see presentation dates on syllabus). An individual personal reflection (1-2 pages) on your SLP experience and a group audiotape of your SLP session will be due on April 26th. Your site presentation, class presentation and personal reflection paper (5 points) will be worth 25 points.

**F. Final Exam (25 points)**. A take home final essay exam will be distributed in class on April 19<sup>th</sup> and will be due on the last night of class (May 3rd).

### **Grading**

EDCD 610 is a graded course. 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 and lateness to class will affect your participation grade.
- Active classroom participation including discussion of reading materials and providing and accepting constructive feedback and suggestions for and from classmates and instructor.

### **Summary of Grading System & Course Requirements**

Class Participation	20 points
Career Development Paper	30 points
Career Service Learning Presentation & Reflection Paper	25
Final Exam	25
	100 points

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

A [100-96]    A- [95-92]    B+ [91-88]    B [82-87]    C [77-81]    F [77 and below]

### **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](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](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](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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

### **Plagiarism Statement**

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (statement of English Department at George Mason University)

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**SCHEDULE OF CLASSES AND ASSIGNMENTS**

<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>Readings Due</u></b>	<b><u>Assignments Due</u></b>
<b>1/25 Week 1</b>	Overview and History of Career in Counseling/ Ethics/Review of Syllabus	<u>NHB</u> : Ch. 1, 14	<b>Career Lifeline</b>
<b>2/1 Week 2</b>	Super's Developmental Approach*; First Interview; Assessment of Values	<u>NHB</u> : 35-57	<b>Reading reflection #1 Career Genogram</b>
<b>2/8 Week 3</b>	Linda Gottfredson's Theory*; SLP	<u>NHB</u> : 58-62 <u>TFL</u> : Ch. 1,4	<b>Reading reflection #2</b>
<b>2/15 Week 4</b>	Holland's Theory of Career Choice*; MBTI Assessment	<u>NHB</u> :63-72; Intro to Type and Careers	<b>Reading reflection #3; Complete and bring in results of MBTI</b>
<b>2/22 Week 4</b>	Learning and Social Cognitive Approaches; Interest (SDS) Assessment; Skills Assessment	<u>NHB</u> :74-100; Ch. 5 <u>TFL</u> : Ch. 2,3,5	<b>Reading reflection #4; Complete and bring in results of SDS</b>
<b>3/1 Week 5</b>	Brown and Hansen*; Postmodern Approaches*; Career Counseling Strategies/ Lab	<u>NHB</u> :101-115 <u>TFL</u> :Ch. 6-12	<b>Reading reflection #5 SLP Proposal Due</b>
<b>3/8 Week 6</b>	Spring Break-no class		
<b>3/15 Week 7</b>	Career Center Visit; SLP Group Work	<u>NHB</u> : Ch. 6,7,8 <u>TFL</u> : :13-18, 21	<b>Meet at Career Center; Bring in resumes</b>
<b>3/22 Week 8</b>	Race, Gender, Sexual Orientation*; Career Lab Practice	<u>NHB</u> ::Ch. 4,	<b>Reading reflection #6; Career Development Paper</b>
<b>3/29 Week 9</b>	Work and Family*; Summary of Theories and Review of Cases	Readings will be posted on Blackboard	<b>Reading Reflection #7</b>
<b>4/5 Week 10</b>	K-12 Career Development/ Community Agency Career Counseling (Guest speakers)	<u>NHB</u> :10-13 <u>TFL</u> : 19, 20, 22	<b>Bring in 2 questions related to readings for presenters</b>
<b>4/12 Week 11</b>	Career Service Learning Projects-Class cancelled		
<b>4/19 Week 12</b>	Career SLP Presentations; Final Exam distributed		
<b>4/26 Week 13</b>	Career SLP Presentations		<b>SLP Reflection Papers/Audiotape of SLP session</b>
<b>5/3 Week 14</b>	Final Class (Evaluation and class wrap us)		<b>Final Exam</b>

\*Indicates reading reflection due; reflections are based on NHB text readings