

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

EDCD: 610.001: Career and Educational Counseling (3 Credits)
Wednesdays, 7:20 – 10:00 PM; Krug Hall 107
Spring 2013

Instructor: Miya T. Simpson, Ph.D.

E-mail:

Phone:

Class Location: Krug Hall 107

Office Hours: By appointment

Mailbox:

Course Prerequisites:

Admission to the M.Ed. in Counseling Program and EDCE 601, 603, 604 (or concurrent) 606, 609, or permission of the instructor. You must have the prerequisites to enroll in this class.

Course Description:

This course is designed to provide students with a comprehensive introduction to the theoretical and practical aspects of career counseling and development by a) facilitating students' self-awareness as careered individuals and prospective career counselors, b) examining career development theories and the interrelationships among and between work, family and other life roles and factors, c) reviewing career planning and decision-making models, counseling interventions and assessment tools and techniques; d) designing, implementing and evaluating career development programs and services for diverse populations, and e) increasing awareness of multicultural and ethical issues and professional competencies and standards related to career counseling. 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 these objectives, students will have the opportunity to complete self-assessment and self-report instruments, conceptualize case study materials, conduct a written career assessment based on their own career-related personality and identity, and develop and present a career counseling intervention for a targeted population.

Student Outcomes:

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

- Identify and discuss their individual interests, values and skills and the influence of each on their own career development, and their work as professional counselors.
- Develop an understanding of the historical and philosophical foundations of career counseling and development.
- Demonstrate comprehension, critical analysis and application of the major theories of career development and career decision-making models.
- Understand career development and the interrelationships between work, family and other life roles and factors.
- Identify appropriate assessment tools and techniques in career counseling and understand how they are used to facilitate career decision-making.
- Understand the career counseling needs of diverse populations.

- Identify and develop appropriate career development resources and information for diverse populations.
- Demonstrate an understanding of ethical issues, and multicultural and professional competencies related to career counseling.
- Demonstrate the effective use of 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.
- Effectively give, receive and utilize 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 secondary, higher education, and community agency settings. The course fulfills the career counseling requirement for Virginia state school counseling licensure and for the Virginia Licensed Professional Counselor credential. It also fulfills the requirements of the CACREP core requirement described in Section II.G4 Career Development.

Nature of Course Delivery:

This course is taught using lectures, class discussions, role plays, case studies, interviews, small group exercises and out-of-class activities and assignments.

Required Textbooks, Materials and Readings:

1. Niles, S.G. & Harris-Bowlsbey, J. (2009). Career development interventions in the 21st century. (3rd edition). Pearson-Merril Prentice Hall. Upper Saddle River, NJ: Pearson. (NHB)
2. Myers Briggs Type Indicator (MBTI) and Strong Interest Inventory \$15.00 each through George Mason University's Career Services Office.
3. Additional readings will be assigned. Readings may be posted on Blackboard, distributed by the instructor or students may be required to retrieve them electronically or from print sources. If you are unfamiliar with using Blackboard, please contact or visit the website for GMU IT Support.

Recommended Textbooks:

Hecklinger, F. & Black, N. (2009). *Training for Life (10th edition)*. Dubuque; Kendall/Hunt. (TFL).

Peterson, N. & Gonzales, R.C. (2000). *Career Counseling Models for Diverse Populations: Hands-on applications by practitioners*. Wadsworth/Brroks Cole.

General Expectations:

Listed below are a few guidelines that will promote a positive learning environment. This list is not exhaustive, but comprises basic academic and social expectations for all students enrolled in this course:

- All rules governing attendance, scholarship and behavior at George Mason University (GMU) are required of students enrolled in this course.
- Students will use respectful language and respect the rights and opinions of others when speaking with one another and the instructor.
- Students will avoid disruptive behaviors in class (e.g. chronic tardiness, talking in class on unrelated topics, use of electronic devices such as cell phones and computers for non-academic purposes, reading newspapers, social media and other non-class related material, "packing-up" before the end of class).

- Students will respect confidentiality in the classroom so that individuals may feel comfortable in disclosing information and sharing experiences and opinions.

Course Assignments:

The following assignments have been developed to assist you in your own personal career development and in assisting clients with their career development needs. All written assignments must be typed and must follow APA format, unless otherwise indicated by the instructor. Grading of written work will take into account the following factors: quality of work, adherence to the requirements of the assignment and due dates, grammar, spelling and evidence of sufficient proofreading. Inadequate proofreading or late assignments will result in grade reductions.

A. Class Participation [20 points]:

Class participation includes attendance, timeliness, preparedness, engagement in discussions and professionalism. These are all critical to learning and success in this class so the quality and extent of your participation will be evaluated. Students are expected to read assigned materials prior to class, be prepared to critically discuss them, and actively engage in class activities. Given that this is a career development course, this is also your opportunity to gain insight into yourself and your professional aspirations, as you become skilled in assisting others with their career needs. As such, you should be prepared to reflect on your own life experiences as they relate to readings and topics of discussion, and to contribute significantly to discussions of concepts and assumptions.

B. Myers-Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII) Assessment and Paper [15 points]:

Each student is required to schedule an appointment with the GMU Career Services office to take the Myers Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII) and meet with a GMU career counselor to discuss the results. These are well-known assessment tools that measure personality preferences and personal interests. The cost for currently enrolled students is \$15 for each assessment (as posted on the Career Services website). (Note: Students who have taken these inventories within the last year are not required to repeat the tests; however, you are still required to meet with a GMU Career Counselor and submit a paper, as outlined below). Be sure to save a copy of your assessments/inventories for reference and/or use throughout the semester.

After completing the administration and interpretation of your test scores with a counselor at GMU Career Services, students will write a paper (no more than 5 pages) describing their testing and counseling experience and what you learned through these assessments.

Questions that should guide your writing include:

- What did you learn about yourself? Do you agree with your results? Why or why not?
- Was there anything you found surprising or any new discoveries?
- Describe your experiences with the GMU Career Services department and the test administration and counseling processes?
- Based on the readings and discussions regarding professional standards, competencies and ethics and other relevant topics, discuss your thoughts/feelings about the department, service(s) provided and counselor(s) with whom you worked?
- How can/will you use this experience to develop your own career counseling style?

C. Curriculum Vitae, Cover Letter, Position Statement [15 points]

Each student will identify a counseling job or internship/practica posting of interest and develop their curriculum vita (CV), cover letter and counseling statement/philosophy in response to the posting. Students will submit a copy of the job posting along with the CV, cover letter and counseling statement/philosophy.

D. Mid-Term [20 points]

Exam will incorporate required readings, lectures/presentations, and class discussions, and the application of such information to demonstrate knowledge and mastery of the subject.

E. Design of a Career-Focused Intervention/Program [30 points]

Students will work in groups to design a career-focused intervention/program for an assigned population/setting (i.e., elementary/middle, high school, college/university aged, adult populations in a community agency setting). Drawing upon the topics and constructs of the course, groups will develop an intervention designed to assist students in general, or targeted toward a special population (For example, students of color in an urban setting or students with disabilities).

Groups will present the intervention in class and will also submit a written paper. More details about this project will be provided at a later date.

Grading:

EDCD610 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, and with adherence to all requirements.
- Assignments submitted by the date due. Things take longer than you might think, so don't wait until the last minute. Late assignments will be accepted; however, 5 points will be deducted from the earned points/grade for each day the assignment is late beyond the due date.
- Active classroom participation, including discussion of reading materials and providing and accepting constructive feedback.
- Attendance at all classes. You should notify the instructor in advance if you will be absent, or as soon after the missed class as possible. Two or more unexcused absences may result in no credit for the course. It is at the instructor's discretion whether an absence is excused or unexcused. Being late to class will also affect your participation grade.

Summary of Grading System and Course Requirements

Class Participation	20 points
MBTI and SII Assessment and Paper	15 points
Curriculum Vitae, Cover Letter, Position Statement	15 points
Mid-Term	20 points
Design of a Career-Focused Intervention/Program	<u>30 points</u>
	100 points

In accordance with GMU's Grading Policy, the following grades may be achieved:

A[100-97] A-[96-93] B+[92-89] B[88-84] C[83-78] F[77 and below]

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).

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://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf>

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit respectful and professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach

programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu>]

- The George Mason Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing ([See <http://writingcenter.gmu.edu/>])
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu>]

Date	Topics and Activities	Reading Assignments	Project/Assignment Due Dates
January 23 rd	Introductions; Syllabus and Course Overview		
January 30 th	Career Counseling Competencies; Ethical Issues in Career Development and Interventions; Introduction to Career Development Interventions	NHB: Appendix B, D, F; Chap. 1 & 14	
February 6 th	Understanding and Applying Theories of Career Development	Chap. 2 & 3	
February 13 th	Career Development and Diverse Populations	Chap. 4	MBTI and SII Papers Due
February 20 th	Career Counseling Strategies and Techniques for the 21 st Century	Chap. 8	
February 27 th	Assessment and Career Planning	Chap. 5	CV, Cover Letter and Counseling Philosophy/Statement Due
March 6 th	MID-TERM		
March 13 th	NO CLASS – SPRING BREAK		
March 20 th	Designing, Implementing and Evaluating Career Development Programs and Services	Chap. 9	
March 27 th	Career Development Interventions in Elementary, Middle, and High School	Chap. 10 & 11	
April 3 rd	Career Development Interventions in Higher Education and Community Settings	Chap. 12 & 13	
April 10 th	Career Information and Resources	Chap. 6	
April 17 th	Group Presentations (Elementary/Middle and High School Interventions)		Career-Focused Intervention Presentation and Paper Due for Elementary/Middle and High School Groups
April 24 th	Group Presentations (Higher Education and Community Agency Interventions)		Career-Focused Intervention Presentation and Paper Due for Higher Education and Community Agency Groups
May 1 st	Career Counseling in Practice		