

**The George Mason University  
College of Education and Human Development  
Counseling and Development Program  
EDCD 610.001: Career and Educational Counseling (3 credits)  
Mondays, 7:20-10:00 Krug Hall Rm. 107 (Fall 2013)**

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

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**Office Location:** Krug 201A (located in Suite 202)

**Office Hours:** Wednesdays, 2:30-4:00 pm or by appointment

**Teaching Assistant:** Ms. Tracey Albert, M.Ed. email:tralbert@fcps.edu; phone: (562) 708-8074

**Course Description**

**Catalog - Prerequisites:** Admission to the M.Ed in Counseling Program and EDCE 525, 601, 603, 604 (or concurrent), 606 or 609, or permission of the instructor. You must have the prerequisites to enroll in this class.

Presents theories and counseling issues relevant to career counseling in schools and community agencies. 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 develop and implement a career counseling intervention at a community or school-based agency.

**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, role plays, class discussions, case studies, and a community service learning project.

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

1. Niles S. G., & Harris-Bowlsbey, J. (2012). Career development interventions in the 21<sup>st</sup> century. (4th 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 Myers Briggs Type Indicator and Introduction to Type for Careers. If you have already completed the MBTI 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 (<http://www.self-directed-search.com/>) at a cost of \$4.95 but will do this after the start of the class. **DO NOT COMPLETE THE SDS PRIOR TO THE START OF CLASS.**
4. Additional readings will be assigned and posted on Blackboard. 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 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 class participation. If students miss more than 1 class without acceptable reasons (e.g., family emergency, illness with a doctor's note), he or she will not receive a passing grade for the course. Lateness to class will factor into students' participation grade and/or attendance. 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 electronic devices (e.g., cell phones, laptops) are NOT permitted during class time. Attending the first night of class is mandatory.

**B. Generational Career Development Analysis (10 points)**. You will interview two people from different generations (you cannot use yourself) who are currently working (inside or outside of the home) and find out how they got to where they are. What factors influenced their work/career choices? Did they have choice? How long have they been in their current occupation? How often have they changed jobs and why? What did you learn about their career developmental processes with respect to demographic differences and generational differences? Compare and contrast each person's journey. Make sure to provide descriptive/demographic (e.g., race, gender, age,) information of each individual you interview. This analysis should be no more than 5 pages.

**C. Career Development Analysis Paper (30 points) (Performance Based Assessment) (RUBRIC INCLUDED IN SYLLABUS)** You will prepare one paper (**10 pages MAXIMUM**) 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. Identify important issues from #1 & #2 and how they relate to your data. **Also, explain what the data says about your strengths and growth areas, particularly with respect to your current career goals.**

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 counsel others? 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 Service Learning Project (SLP) (20 points).** Each student will participate in a 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 counseling program/intervention for students and/or clients in the community. The career program you design will require the use of traditional and 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 2-3 to develop your career intervention through communication with your site and application of class materials. A tentative proposal for your project (1 page typed) will be handed in to me on October 2nd. Your program will take place at your site during the weeks of October 23rd through the week of November 20th and you also will present (as a group) a brief summary of your workshop experience to the class on December 4<sup>th</sup>. The SLP presentation will include what you implemented at your site, the evaluations you received from site supervisors and clients, the strengths and challenges of the experience and your personal reaction to the experience. Each group will hand in a summary of their presentation (2-3 pages) to me pm December 4th. Finally, you will receive group supervision on Wed., November 13<sup>th</sup> or Wednesday, November 20<sup>th</sup> to discuss your experience.

**F. Final Exam (20 points).** A take home final essay exam will be distributed in class on December 4<sup>th</sup> and due on December 11<sup>th</sup> by **4:30pm (no exceptions).**

### **Grading**

EDCD 610 is a graded course. 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. More than one unexcused absence 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
Generational Career Analysis	10 points
Career Development Paper	30 points
Career Service Learning Paper/Presentation	20 points
Final Exam	<u>20 points</u>
	100 points

In accordance with the George Mason University 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]

## **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**

### **GMU Policies and Resources for students**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. [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 \[See http://caps.gmu.edu/\]](http://caps.gmu.edu/).
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University 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/>].

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>. For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**TENTATIVE SCHEDULE OF CLASSES AND ASSIGNMENTS**

<b>DATE</b>	<b>TOPIC</b>	<b>Readings Due</b>	<b>Assignment Due</b>
8/28	Overview, History and Current Issues of Career Counseling/ Groundrules/ Review of Syllabus	NHB: Ch.1, 14	
9/4	Super/Gottfredson Assessment of Values First interview	NHB: p.42-68 TFL: Ch. 1,4	Have MBTI/SDS Completed; Bring in career genogram
9/11	Holland's Theory; SDS and Strong Interest Inventory; MBTI Interpretation; Assessment of Values and Interests; Assignment of SLP	NHB: p. 69-79, Ch. 5,6 TFL:2	Bring in SDS & MBTI results
9/18	MBTI Role Plays; Career Program Development and Implementation/SLP	NHB: Ch. 7,8,9	MBTI/SDS Write up for partner
9/25	Learning/Cognitive Theories Assessment of Interests/Skills/Lab Practice	NHB:80-107 TFL 3,5	Generational Analysis Paper Due
10/2	Career Counseling Strategies for Diverse and Underrepresented Populations/Career Lab Practice	NHB: Ch. 4 *BB readings	SLP Proposal Due
10/9	Post-modern Theories; Psych of Work; Relational Approaches	NHB 107-123 *BB Readings	
10/16	Career Center Tour/ Resumes & Interviews; Additional Area Resources <b>Facilitator: Ken Guerrant</b>	TFL Ch. 13-22	MEET AT CAREER SERVICES IN SUB I (3 <sup>rd</sup> floor)
10/23	Review of Career Counseling Theories/ Career Casework		Begin SLP's
10/30	No class/SLP		
11/6	School Counseling/Community Agency Counseling	NHB: 10, 11, 12	Career Development Paper Due
11/13	Group/Peer Supervision (no formal class)		SLP Tapes/ Client & Supervisor Evaluations
11/20	Group Supervision (no formal class)		SLP Tapes/ Client & Supervisor Evaluations
11/27	No Class-Thanksgiving Holiday		
12/4	Final Class Meeting/SLP Short Presentations/Class Wrap Up		Distribute Final exam SLP Group Presentation Paper Due
12/11			Final Exam Due

**EDCD 610 Career Development Analysis Paper Rubric**  
**Total points=30**

<b>Criteria</b>	<b>Exceeds Requirements</b>	<b>Meets Requirements</b>	<b>Needs Improvement</b>
Writing Style/Mechanics (5 points)	5 points *Minimal spelling and grammatical errors. *Clarity of expression. *Paper organization includes the person observed, the observation, and the summary.	4-3 points *A few spelling and grammatical errors. *Paper lacks some clarity of expression. *Paper has partial organizational errors.	2-1 points *Many spelling and grammatical errors. *Paper lacks clarity *Paper lacks any organization.
Background information (#1-4) (10 points)	10-9 points Section includes complete personal description of individual.	8.5-5 points Section includes partial personal descriptions of individual.	4-1 points Section fails to provide any description of individual.
Report of Test Data and Interpretation of Test Data (10 points)	5 points Section includes relevant test themes and how they relate to presenting concerns (e.g., career pursuits). All data (interview and test data) is clearly and accurately interpreted and integrated.	4-3 points Section includes partial details of informal and formal assessments, including how themes relate to client's career pursuits). Data is partially accurate and partially integrated.	2-1 points Section includes no relevant test information and how they relate to presenting concerns (e.g., career pursuits). Data is not accurately interpreted and integrated.
Conclusions and recommendations (5 points)	10-9 points Conclusion integrates data from all sessions and sources and relates to client's goals for counseling. Recommendations are realistic, relevant, and based on information collected during the counseling process.	8.5-5 points Section fails to adhere to one of the conclusion and recommendation requirements previously noted.	4-1 points Section fails to meet any of the two requirements previously noted.