



College of Education and Human Development

Counseling & Development
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<http://gse.gmu.edu/counseling/>

EDCD 610 001: Career and Educational Counseling (3:3:0)

Spring 2016

Tuesdays, 7:20 PM - 10:00 PM

Krug Hall 107

PROFESSOR:

Name: Rachael D. Goodman, Ph.D., LPC

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COURSE DESCRIPTION:

A. Prerequisites/Corequisite

Admission to the M.Ed. in Counseling Program and EDCD 603, 604 (or concurrent), 606 or 609, or permission of the instructor.

B. University Catalog Course Description

Presents theories and counseling issues relevant to career counseling in schools and community agencies.

C. Expanded 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) reviewing the history of career development theories and vocational counseling, b) discussing empirical students 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-based agency.

NATURE OF COURSE DELIVERY

This course is taught using lectures, class discussions, case studies, and a community service learning project.

LEARNER OUTCOMES or OBJECTIVES:

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; and
- effectively utilize supervision and peer feedback to strengthen counseling skills.

PROFESSIONAL STANDARDS

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. 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 requirements of the CACREP core requirement described in Section II.D.d: An understanding of career development and related life factors.

REQUIRED TEXTS:

1. Niles, S. G., & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century* (4th ed.). Upper Saddle River, NJ: Pearson. (NHB)
2. Hecklinger, F., & Black, N (2009). *Training for life* (10th ed.). Dubuque, IA: Kendall/Hunt. (TFL)
3. Career Assessments: MBTI and Strong Interest Inventory will be purchased from GMU’s University Career Services (\$15 cash/check per assessment). **ADDITIONAL INSTRUCTIONS WILL BE PROVIDED; DO NOT PURCHASE OR COMPLETE PRIOR TO THE START OF CLASS.**
4. Additional readings will be assigned and posted on Blackboard. See syllabus for details.

COURSE ASSIGNMENTS AND EXAMINATIONS:

A. Class participation (20% of total grade). Students in Counseling & Development courses are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the class; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; and demonstrate preparedness for each class meeting.

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. Class participation also includes completion of materials to be used in class, such as the career genogram, which will be used in class to facilitate practice of career counseling techniques.

Finally, to facilitate class discussion, each week you will bring in a short written reflection that includes two components: (1) something you learned from the readings, perhaps something that piqued your interest or added to your understanding in a new way, and (2) a question you have or something that you’re curious about, perhaps something that you were left wondering about after the readings or something that generated an interest that you’d like to explore further. This can be informal and does not need to be in APA format; the primary purpose is to generate reflection and ideas for discussion in class, which may be student-led.

B. Generational Career Development Analysis (10% of total grade). 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 Paper (30% of total grade) (Performance Based Assessment) 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 results of the two formal assessments (MBTI/SII) you completed this semester, as well as at least one informal instrument/exercise (from 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 (2 pages minimum). Integrate all of the information you have presented and discuss how that shapes your current career trajectory. Based on the information you've discussed, what strengths do you have when working with clients? What challenges might you have? For instance, given your values, experiences, or personality, what clients' characteristics might you find challenging to work with? How does this information inform how you will do counsel others? How does this information influence your personal and professional identity?
Attachments. Attach a copy of any of the inventories you have completed to your paper.

D. Career Service Learning Project (SLP) (20% of total grade). 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 intervention counseling program 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 by the fourth week of class and will work in small groups to develop your career intervention through communication with your site and application of class materials.

1. SLP Proposal: Each group will turn in a tentative proposal for your project (1 page typed).
2. SLP Project: You will schedule your program to take place between the 7th and 13th weeks of class. This will be scheduled in collaboration with your site.
3. SLP Group Supervision: Each group will have 60 minutes of group supervision, to be scheduled during week 12 or 13.

4. SLP Presentations and Reflection Papers: Each group will present a brief summary of the workshop experience to the class on the last day of class. The 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. You will also hand in a 1-2 page individual reflection paper regarding your SLP experience.

E. Final Case (20% of total grade). A take home final essay of a client case conceptualization and treatment plan will be distributed in class on the last day of class and **due one week later by 7pm (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%
Generational Career Analysis	10%
Career Development Paper	30%
Career Service Learning Paper/Presentation	20%
Final Case	<u>20%</u>
	100%

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]

COURSE EXPECTATIONS

APA Format: Students in Counseling & Development courses are expected to use APA style (6th ed.) for written papers unless otherwise noted. Errors in grammar, writing, and APA will impact your grade.

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Two or more un-excused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements

Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, (6) submit or access documents via Blackboard as assigned, participate in all service learning project components.

Assignments

Unless otherwise noted, assignments for the course are to be submitted in two ways: (1) Submit an electronic copy prior to the beginning of class on the date due via SafeAssignment on the course Blackboard site, and (2) Bring a paper copy to class on the date due. Late homework assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Not applicable to this course.

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/the-mason-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/>].
- 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 <http://gse.gmu.edu/>.

TENTATIVE COURSE SCHEDULE

CLASS	DATE	TOPIC	Readings Due	Assignment Due
1	January 19, 2016	Overview, History and Current Issues of Career Counseling/ Review of Syllabus	NHB: Ch.1, 14	
2	January 26, 2016	Super/Gottfredson Assessment of Values Career Counseling Purposes/First interview	NHB: p.42-68 TFL: Ch. 1, 4	Bring in career genogram
3	February 2, 2016	Holland's Theory; Assessment of Interests; First interview (cont.); SLP Discussion & Assignment	NHB: p. 69-80, Ch. 5, 6 TFL: 2	Complete MBTI & SII before this class (**purchase access ahead of time)
4	February 9, 2016	Strong Interest Inventory and MBTI Interpretations		
5	February 16, 2016	MBTI Role Plays; Career Program Development and Implementation/SLP	NHB: Ch. 7, 8, 9	MBTI/SII Write up for partner
6	February 23, 2016	Learning/Cognitive Theories Assessment of Interests/Skills/Lab Practice	NHB: p. 80-107 TFL: 3, 5	Generational Analysis Paper Due
7	March 1, 2016	Career Counseling Strategies for Diverse and Underrepresented Populations/Career Lab Practice	NHB: Ch. 4 *Bb readings	SLP Proposal Due
	March 8, 2016	No Class – Spring Break		
8	March 15, 2016	Post-modern Theories; Psych of Work; Relational Approaches Reading on <i>professionalism & oppression</i> : http://tinyurl.com/pvxd6rg	NHB 107-123 *Bb Readings	Begin SLPs
9	March 22, 2016	University Career Services (UCS) Center Tour/ Resumes & Interviews; Additional Area Resources	TFL Ch. 13-22	MEET AT UCS SUB I, Room 3400
10	March 29, 2016	No class/SLP		
11	April 5, 2016	School Counseling/Community Agency Counseling	NHB: 10, 11, 12	Career Development Paper Due
12	April 12, 2016	Group Supervision for SLP (no formal class)		SLP Tapes/Evaluations
13	April 19, 2016	Group Supervision for SLP (no formal class)		SLP Tapes/Evaluations
14	April 26, 2016	Final Class Meeting: SLP Short Presentations Class Wrap Up Distribute Final case		SLP Presentations & Reflection Papers
	May 3, 2016	No class/Submit online		Final case Due

EDCD 610 Career Development Analysis Paper Rubric
30% of grade

Criteria	4: A [100-97]; A- [96-94]; Exceeds standards	3: B+ [93-91]; B [90-87]; meets standards	2: B- [86-84]; C [83-80]; approaching standards	1: F [79 and below]; below standards
Writing Style/Mechanics (including APA format)	Free of spelling and grammar errors; clear expression; well organized	Mostly free of spelling and grammar errors; mostly clear and well organized	Many spelling and grammar errors; some problems with clarity and organization	Significant problems with spelling, grammar, clarity and organization
1. Personal/Family Background	Section includes complete description of individual/family.	Some limitations to description of individual/family.	Section includes only partial description of individual/family.	No description of individual/family.
2. Career development	Excellent description of education/work history and application of theory	Good description of education/work history and application of theory	Poor description of education/work history and application of theory	No description of education/work history or application of theory
3. Assessment results	Test results presented accurately and interpreted in relation to other data	Test results presented mostly accurately and interpreted in relation to other data	Test results presented somewhat inaccurately and poorly interpreted in relation to other data	Test results presented inaccurately and not interpreted in relation to other data
4. Conclusion	Excellent integration of all information presented and thorough discussion of implications for you as a counselor	Good integration of all information presented and somewhat thorough discussion of implications for you as a counselor	Poor integration of all information presented and limited discussion of implications for you as a counselor noted.	No integration of all information presented or discussion of implications for you as a counselor