

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

EDCD 610.001 – Career and Educational Counseling
3 Credits, Spring 2017
Wednesdays 7:20 – 10:00 PM Krug Hall Room 107 – Fairfax

Faculty

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Prerequisites/Corequisites

Admission to the CNDV program; EDCE 603, 606, or 609. Also, EDCE 604 (can be taken concurrently)

University Catalog Course Description

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

Course Overview

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-based agency.

Course Delivery Method

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

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand the major theories of career development and career decision making models, appropriate assessment techniques in career counseling, the career counseling needs of

- diverse populations, and career information resources.
2. Demonstrate knowledge of the factors contributing to the career development of individuals during specific life stages.
 3. 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.
 4. Appropriately administer and interpret assessment instruments and apply career theory.
 5. Effectively utilize supervision and peer feedback to strengthen counseling skills.

Professional Standards (CACREP)

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. EDCC 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* (3rd 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. See syllabus for details.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

- **Assignments and/or Examinations**

- A. Reading Reflection Assignments (10% of total grade)**

- Reading reflections are due on Blackboard the day before class by Tuesday night 11:59 PM. Reflections submitted after the due date and time will receive half credit. See attached class schedule for reading assignments. Max of 500 words per reflection. Each reflection is intended to provide evidence of your insight and understanding of the assigned readings, and serve as a starting point for class discussions.

For each reading reflection you are required to complete the following:

1. List three (3) key points you take away from each assigned chapter(s). For example, key points related to a career counseling theory, strengths or weaknesses of a theory, or the career counseling needs of diverse populations.
2. State in one sentence what you learned from the assigned chapter(s) about career counseling that you think would be helpful to you in advising students in school, or adults in a community based agency.
3. State in one sentence what you learned from the assigned chapter(s) that is helpful to you in understanding the job/role of counselor providing career counseling in an educational, or community based setting.

Please bring a copy of your reflection to class for group discussion. Additional assignments may be added at the instructor's discretion.

- B. Class participation (20% of total grade)** Students 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 class; demonstrate engagement by asking questions and sharing thoughts and participating in groups as directed by the instructor; and students are expected to demonstrate preparedness for each class session.

Be prepared to reflect on your own life experiences as they relate to topics of discussion with the class and group process.

Be prepared to contribute to 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; 5: 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.

- C. Generational Career Development Analysis (10% 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 document their career path. What factors influenced their work/career choices? Did they have a choice? How long have they been in their current position/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 career path. Make sure to provide descriptive /demographic information of each individual interviewed. Max of five pages for write-ups, two and one half pages per write-up.

D. Personal Career Development Paper (30% of total grade).

You will prepare a max seven (7) page typed paper, using the headers below, double spaced, with one inch margins that examines your personal career development process including the following information:

1. Personal/Family/Extended Family Background. Address what personal, familial experiences appear to be relevant in shaping your career development, including perceived supports, challenges and barriers, intra-personal, and inter-personal in meeting and implementing career goals. What was the atmosphere in your home? What values prevailed, pertaining to gender roles, division of labor, education, and work? Where there any challenges based on ethnic, race, religious background?
2. Career Development. Review your education and work history. Note successes and/or difficult areas. How did you make decisions about education and work? Be sure to discuss career theories and concepts when you present your career development. Which theory or aspects of theories help explain your development to date and future goals?
3. Vocational/Assessment Results.
 - a. State the results of two formal vocational assessments such as MBTI/SII you completed this semester, as well as one informal instrument/exercise from TFL.
 - b. Note any patterns and how one piece of data supports or contradicts another.
 - c. Identify important issues from #1 and #2 and how they relate to your data.
 - d. Also explain what the data says about your strengths and growth areas, particularly with respect to your current career goals.
4. Conclusion (Two pages out of seven page max). Integrate all of the information you have accumulated and discuss how that shapes your current career trajectory. Based on the information you have, what are your strengths when working with clients? What challenges do you have? Based on your profile, values, and experiences, what client characteristics might you find difficulty working with? How will you counsel others? How does this information influence your personal and professional identity? Attach a copy of the vocational assessments/inventories you completed.

E. 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 program for students and/or clients in the community. The career counseling 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 by the third week of class and will work in small groups to develop your career intervention program through communication with your site and applications of class materials.

1. SLP Proposal:

- a. During the third class, on February 8th, the class will receive a briefing about the five available sites for the SLP Project.
- b. During the third class, the class will divide into five SLP groups.
- c. Between the third and seventh class each group will meet at a mutual agreed date and time to develop their proposal based on the needs of your site.
- d. During the seventh class, March 8th, each group will turn in a one page typed tentative proposal for your project. Each group will present their proposal to the class for discussion and feedback.

2. SLP project: you will schedule your program to take place between March 9th and April 12th. This will be scheduled in collaboration with your site.

3. SLP Group Supervision: Each group will have 60 minutes of individual group supervision by the class instructor to be scheduled during class on April 19th or April 26th. Please bring written evaluations from site staff and students, and if possible audio-visual tapes of your intervention.

4. SLP Presentations and Reflection Papers: Each group will present a brief summary of the career program project 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. You will also hand in 1-2 page individual reflection paper regarding your personal SLP experience.

F. Take Home Case Study (10% of total grade) A take home case study requiring you to develop a client case conceptualization and treatment plan will be made available to all students on Blackboard April 26th and due on or before 11:59 PM on Wednesday May 3rd in Blackboard. No EXCEPTIONS. Late submissions will receive half credit.

- **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.

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

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

Class Schedule Career Counseling Spring 2017

1	January 25	Welcome, 5X7 cards, Overview, History, Current Issues of Career Counseling, review of Syllabus, career genogram	NHB Ch. 1, 14	<ul style="list-style-type: none"> • Discussion why Career Counseling as a profession • Reflection 1 due
2	February 1	Super, Gottfredson, assessment of values, purpose of career counseling	NHB p.42-68 TFL Ch. 1,4	<ul style="list-style-type: none"> • Bring in hard copy Genogram • Reflection 2 due
3	February 8	Holland's Theory; Assessment of interests; SLP Discussion and assignments	NHB p.69-80, Ch. 5,6 TFL 2	<ul style="list-style-type: none"> • Reflection 3 due • Complete MBTI & SII before this class ***purchase access ahead of time
4	February 15	Strong Interest Inventory and MBTI Interpretations	No readings	<ul style="list-style-type: none"> • No reading reflections
5	February 22	MBTI Role Plays; career program development & implementation/SLP	NHB Ch. 7, 8, 9	<ul style="list-style-type: none"> • MBTI/SII write up for partner • Reflection 4 due
6	March 1	Learning cognitive theories assessment of interests skills lab practice	NHB p.80-107 TFL Ch.3,5	<ul style="list-style-type: none"> • Generational Analysis Paper due • Reflection 5 due
7	March 8	Career Counseling Strategies for Diverse and underrepresented populations	NHB Ch. 4	<ul style="list-style-type: none"> • Reflection 6 due • SLP proposal due, group discussion
	March 15	No Class Spring Break		

8	March 22	Post Modern Theories, psychology of work; relational approaches;	NHB 107-123 Professional & Oppression :http://tinyurl.com/pvxd6rg	<ul style="list-style-type: none"> • Reflection 7 due • Begin SLPs
9	March 29	University Career services (UCS) center tour/resumes & interviews ; other resources	TFL Chapter 13-22	<ul style="list-style-type: none"> • Reflection 8 due • Meet at UCS SUB 1, room 3400
10	April 5	No Class Work on SLP	Time to work on SLP	Time to work on SLP
11	April 12	School/Community Agency Career Counseling	NHB 10, 11, 12	<ul style="list-style-type: none"> • Career Development Paper due • No reading

				reflection due
12	April 19	Group Supervision for SLP no formal class	One hour individual sessions per SLP group, i.e. 1,2,3	Bring SLP site supervisor and student evaluations & tapes if available
13	April 26	<ul style="list-style-type: none"> Group Supervision for SLP no formal class Case study available on Blackboard for all students due May 3rd 	One hour individual sessions per SLP group, i.e. 4,5	Bring SLP site supervisor and student evaluations & tapes if available
14	May 3	Final class meeting, SLP Short Presentations, class wrap-up	Individual SLP experience reflection	<ul style="list-style-type: none"> Case study due Reflection 9 due on personal SLP experience

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at

the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships; stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.