

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

EDCD 610.C01 – Career and Educational Counseling
3 Credits, Summer 2017

Mondays, Wednesdays, and Fridays 3:45 – 6:45 PM Krug Hall Room 107 – Fairfax

Faculty

Name: Dr. Rachael Goodman
Office Hours: Request appointments by email
Office Location: Krug Hall 201C
Office Phone:
Email Address:

Prerequisites/Corequisites

Prerequisites: Admission to the CNDV program; EDCD 603; EDCD 606 or 609
Corequisite: EDCD 604

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. ED CD 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. (2017). *Career development interventions in the 21st century* (5th 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). Do not purchase or complete prior to the start of class.
Students will provide payment in **cash or check (made out to George Mason University) to Dr. Goodman by the SECOND class meeting. The total is \$30 (\$15 for each assessment). Dr. Goodman will provide payment to UCS and UCS will provide online access information for students to complete the assessments.
4. Additional readings will be assigned. See syllabus/Bb 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. **Genogram** Create a genogram that includes at least three generations or groups of people (can also include chosen family). For each person included, consider the following and note what is significant: (a) occupation; (b) values, skills, and interests; (c) unexpected

events; (d) role in the family; (e) influence on your own career development or the career development of others in your family; and (f) contextual factors (culture, gender, location, etc.). You can use the format on the sample genogram or create your own. Write a short narrative and reflection (about 1-2 pages). Creativity is encouraged.

- B. Theory Paper** (In this paper you will practice using theories in career counseling. The paper should be 3-4 pages, double spaced in APA format (with citations). Select one of the theories we've reviewed so far for this paper and complete these two parts:
- 1. Describe the career theory:** You should include responses to the following questions: What is the view human nature? What is the view of wellness (psychological health, etc.)? What is the view of psychological dysfunction (mental health problems, etc.)? What is the view of change? What is the role of the counselor?
 - 2. Reflection/Application:** What strengths and limitations do you notice about this theory? How does this theory apply or not apply to your own career development and the career development or others you know personally or professionally?
- C. Generational Career Development Analysis** 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 4-5 pages.
- D. Resume and Job Posting** You will bring a draft resume and a job description posting to the UCS tour and resume writing class. Using the information presented, you will revise your resume to fit the job description and turn in the final resume and job description.
- E. Career Service Learning Project (SLP)** 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 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 work as a group to develop your career intervention program through communication with your site and applications of class materials. For the summer term, the site and dates have been determined ahead of time to ease scheduling concerns during our short timeline.

1. **SLP Proposal (group):** Based on your initial meeting with the site and your application of course content and outside information as needed, the group will turn in a 1-2 page typed tentative proposal for the project.
2. **SLP Intervention (group):** You will conduct your intervention over two sessions. Make sure that you design and utilize an evaluation. You should record your intervention if possible, or collect other data to discuss the intervention in supervision.
3. **SLP Summary (group):** Your group will turn in a brief summary of your intervention. It should include what you implemented at your site and the evaluations you received from site supervisors and clients.
4. **SLP Reflection Paper (individual):** Individually, you will turn in a 1-2 page individual reflection paper regarding your personal SLP experience. You should describe the strengths and challenges of the experience.

F. Personal Career Development Paper

You will prepare a 4-5 page typed paper, using the headers below (about 1 page per section), 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? You must select at least one theory to apply to your career development and cite that theory according to APA format.
3. **Vocational/Assessment Results.** What were the results from the formal (MBTI, SII, and StrengthsFinder) assessments that you completed this semester? What were the results from the informal assessments (genogram, card sort, etc.)? How do these results inform your career development/trajectory? Note any patterns and how one piece of data supports or contradicts another. What does 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 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?

G. Class participation 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.

- **Other Requirements**

Course Expectations

APA Format: Students in Counseling & Development courses are expected to use APA style (6th ed.) for written papers.

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 unexcused 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 do the following: (1) attend each class, (2) complete all reading assignments and tasks as assigned, (3) arrive on time and stay for the entire class period, (4) participate in discussions and work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Assignments: Submit an electronic copy prior to the beginning of class on the date due via SafeAssignment on the course Blackboard site or as noted. 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.

- **Grading**

In accordance with the George Mason University Grading Policy, the following grades may be achieved: A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

| | |
|--|------|
| Genogram | 10% |
| Theory Paper | 10% |
| Generational Career Development Analysis | 15% |
| Resume and Job Posting | 10% |
| SLP | 20% |
| Final Paper | 20% |
| Class Participation | 15% |
| <hr/> | |
| | 100% |

Professional Dispositions

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

Class Schedule Career Counseling Summer 2017

| Class | Date | Topic(s) | Reading(s) Due | Assignment(s) Due |
|---------|---------------|---|---|---|
| 1, M | June 26, 2017 | Introduction; History & Current Issues of Career Counseling | NHB Ch. 1, 14 | |
| 2, W | June 28, 2017 | Super, Gottfredson, Values | NHB p. 31-52; Chope 2005; TFL Ch. 1, 4 | <ul style="list-style-type: none"> • Genogram Due (hard copy) • \$30 for UCS due |
| 3, F | June 30, 2017 | Holland's Theory; Assessment of interests; Intake practice; SLP | NHB p. 53-61, Ch. 5, 6; TFL Ch. 2 | |
| | | July 3, 2017 – HOLIDAY | | |
| 4, W | July 5, 2017 | Cognitive theories; Interests; Practice | NHB p. 63-82; TFL Ch. 3, 5 | <ul style="list-style-type: none"> • Theory Paper Due (Bb & hard copy) |
| 5, F | July 7, 2017 | SLP preparation: meeting for needs assessment and initial planning | NHB Ch. 7, 8, 9 (Ch. 9 especially helpful for Culmore); <i>Life After College</i> | Meet at Culmore w/ Dashonae Hawkins: 703-820-8611 @ 4:30pm |
| 6, M | July 10, 2017 | Diverse and underrepresented populations; Mason DREAMers Guest speakers | NHB Ch. 4; Ellis 2013; Flores 2002; Cook 2004; Dreamers Key Terms Complete MBTI, SII, & StrengthsFinder | <ul style="list-style-type: none"> • Questions for speaker • Generational Analysis Paper due (Bb & hard copy) |
| 7, W | July 12, 2017 | University Career services (UCS): Overview + Resume Writing & Critique | TFL Chapter 13-22; Furbish 2015 article | Meet at UCS SUB 1, room 3400; Bring resume draft and job posting |
| 8, F | July 14, 2017 | Post Modern Theories, Psychology of Work; Relational Approaches | NHB 84-94; Blustein 2008; Bright & Pryor 2005; <i>You Call it Professionalism</i> | SLP proposal due (hard copy) |
| 9, M | July 17, 2017 | Career Counseling in Schools: Dr. Lynette Henry | NHB 10, 11, 12 | |
| 10, W | July 19, 2017 | SLP: Culmore Teen Center | | Meet at Culmore Teen Center |
| 11, F | July 21, 2017 | Assessment Interpretations | Articles: Katz 1999; Owens 2016; Shaff 2016 | <ul style="list-style-type: none"> • Resume with job posting due (hard copy) |
| 12, M | July 24, 2017 | SLP: Culmore Teen Center | | <ul style="list-style-type: none"> • Meet at Culmore Teen Center |
| 13, W | July 26, 2017 | Assessment interpretations continued; final class | Review MBTI booklets on Bb: Myers; Hammer 2007 | <ul style="list-style-type: none"> • SLP personal reflection (Bb & hard copy) • SLP summary and evaluations (hard copy) |
| EXAM, F | July 28, 2017 | | | Career Development Paper due (Bb) |

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/>.

Grading Rubrics

4: A [100-97]; A- [96-94]; exceeds standards: The student meets the criteria described consistently and/or completely.

3: B+ [93-91]; B [90-87]; meets standards: The student meets the criteria; few errors.

2: B- [86-84]; C [83-80]; approaching standards: The student partially meets criteria; some errors.

1: F [79 and below]; below standards: The student does not meet the criteria; numerous errors.

Genogram

| Area Assessed | % | 4 | 3 | 2 | 1 |
|---|-----|---|---|---|---|
| 1. Clearly depicts at least three generations or groups of individuals in your family (or chosen family). | 30% | | | | |
| 2. Addresses (a) occupation; (b) values, skills, and interests; (c) unexpected events; (d) role in the family; (e) influence on your own career development or the career development of others in your family; and (f) contextual factors (culture, gender, location, etc.). | 40% | | | | |
| 3. Written portion provides a narrative and a personal reflection of your genogram. | 30% | | | | |

Theory Paper

| Area Assessed | % | 4 | 3 | 2 | 1 |
|---|-----|---|---|---|---|
| 1. Writing Style/Mechanics: Accurate APA format (e.g., 1 inch margins, 12 point Time New Roman, references); free of spelling and grammar errors; clear expression; well organized | 10% | | | | |
| 2. Describes the career theory (with at least one citation), including the view of human nature, wellness, dysfunction, change, role of the counselor. | 50% | | | | |
| 3. Provides a thoughtful reflection on strengths/limitations and application to your own or others' career development. | 40% | | | | |

Generational Career Development Analysis

| Area Assessed | % | 4 | 3 | 2 | 1 |
|---|-----|---|---|---|---|
| 1. Writing Style/Mechanics: Accurate APA format (e.g., 1 inch margins, 12 point Time New Roman, references); free of spelling and grammar errors; clear expression; well organized | 10% | | | | |
| 2. Interview parameters: two people from different generations who work; demographic information included | 10% | | | | |
| 3. Description of each individual: addresses influences, choices, barriers, occupational journey and development | 50% | | | | |
| 4. Compare/contrast: Discussion of similarities and differences between interviewees shows depth of thinking and integration of course material | 30% | | | | |

Resume and Job Posting

| Area Assessed | % | 4 | 3 | 2 | 1 |
|--|-----|---|---|---|---|
| 1. Writing/Mechanics: Resume is free of spelling and grammar errors; clear expression; well organized | 30% | | | | |
| 2. Content: Resume reflects the recommend formatting and reflects the job posting (that is also provided) | 70% | | | | |

Service Learning Project

| Area Assessed | % | 4 | 3 | 2 | 1 |
|--|-----|---|---|---|---|
| 1. SLP Proposal (group): Clearly provides the needs of the site, the overall goals for the intervention, and the practices the group will employ | 20% | | | | |
| 2. SLP Intervention (group): Student fully participates in the intervention, fulfilling equitable roles/responsibilities as assigned | 20% | | | | |
| 3. SLP Summary (group): summarizes the intervention that aligns with the needs described by the clients and includes meaningful and appropriate evaluations | 30% | | | | |
| 4. SLP Reflection Paper (individual): thoughtfully describes the strengths and challenges of the experience for you personally and professionally | 30% | | | | |

Personal Career Development Paper

| Area Assessed | % | 4 | 3 | 2 | 1 |
|---|-----|---|---|---|---|
| 1. Writing Style/Mechanics: Accurate APA format (e.g., 1 inch margins, 12 point Time New Roman, references); free of spelling and grammar errors; clear expression; well organized | 10% | | | | |
| 2. Personal/Family Background: complete/thorough description of individual/family | 25% | | | | |
| 3. Career development: complete/thorough description of education/work history and application of theory | 20% | | | | |
| 4. Assessment results: Test results presented accurately and interpreted in relation to other data | 15% | | | | |
| 5. Conclusion: integration of all information presented and thorough discussion of implications for you as a counselor | 30% | | | | |