



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 2015

Tuesdays, 4:30 pm - 7:10 pm

Robinson Hall B103

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

Office hours: Monday/Tuesday by Appointment (email to schedule)

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

COURSE OBJECTIVES/LEARNER 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; 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 TEXTBOOKS, MATERIALS, AND READINGS

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. 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 \$9.95 but will do this after the start of the class. **DO NOT COMPLETE ANY ASSESSMENTS 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.

** To facilitate class discussion, each week you will bring in a 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 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?
- 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 Exam (20% of total grade). A take home final essay exam will be distributed in class on the last day of class and due one week later by **4:30pm (no exceptions).**

Summary of Grading System & Course Requirements

Class Participation	20%
Generational Career Analysis	10%
Career Development Paper	30%
Career Service Learning Paper/Presentation	20%
Final Exam	<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.

TASKSTREAM REQUIREMENTS

Although a performance based assessment is identified for this class (see course assignments), students enrolled in EDCD610 will not be responsible for submitting any EDCD610 class assignment to TASKSTREAM.

GMU POLICIES AND RESOURCES FOR STUDENTS

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

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

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

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 20, 2015	Overview, History and Current Issues of Career Counseling/ Review of Syllabus	NHB: Ch.1, 14	
2	January 27, 2015	Super/Gottfredson Assessment of Values First interview	NHB: p.42-68 TFL: Ch. 1,4	Have MBTI/SDS Completed; Bring in career genogram
3	February 3, 2015	Holland's Theory; Assessment of Values and Interests	NHB: p. 69-80, Ch. 5,6 TFL: 2	
4	February 10, 2015	SDS and Strong Interest Inventory; MBTI Interpretations; Assignment of SLP		Bring in SDS & MBTI results
5	February 17, 2015	MBTI Role Plays; Career Program Development and Implementation/SLP	NHB: Ch. 7,8,9	MBTI/SDS Write up for partner
6	February 24, 2015	Learning/Cognitive Theories Assessment of Interests/Skills/Lab Practice	NHB: p. 80-107 TFL: 3,5	Generational Analysis Paper Due
7	March 3, 2015	Career Counseling Strategies for Diverse and Underrepresented Populations/Career Lab Practice	NHB: Ch. 4 *BB readings	SLP Proposal Due
Spring Break	March 10, 2015	No Class – Spring Break		
8	March 17, 2015	Post-modern Theories; Psych of Work; Relational Approaches <i>Independent Work via Bb</i>	NHB 107-123 *Bb Readings	Begin SLPs
9	March 24, 2015	Career Center Tour/ Resumes & Interviews; Additional Area Resources	TFL Ch. 13-22	MEET AT CAREER SERVICES IN SUB I (3rd floor)
10	March 31, 2015	<i>No class/SLP</i>		
11	April 7, 2015	School Counseling/Community Agency Counseling	NHB: 10, 11, 12	Career Development Paper Due
12	April 14, 2015	Group Supervision for SLP (no formal class)		SLP Tapes/Evaluations
13	April 21, 2015	Group Supervision for SLP (no formal class)		SLP Tapes/Evaluations
14	April 28, 2015	Final Class Meeting: SLP Short Presentations Class Wrap Up Distribute Final exam		SLP Presentations & Reflection Papers
	May 5, 2015	No class/Submit online		Final Exam Due

EDCD 610 Career Development Analysis Paper Rubric

30% of total grade

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]

Criteria	Exceeds Requirements A (100-97)	Meets Requirements A- to B+ (96-89)	Needs Improvement B and below (< 89)
Writing Style/Mechanics (15/100 points)	*Minimal spelling and grammatical errors. *Clarity of expression. *Paper organization includes the person observed, the observation, and the summary.	*A few spelling and grammatical errors. *Paper lacks some clarity of expression. *Paper has partial organizational errors.	*Many spelling and grammatical errors. *Paper lacks clarity *Paper lacks any organization.
Background information (#1-4) (35/100 points)	Section includes complete personal description of individual.	Section includes partial personal descriptions of individual.	Section fails to provide any description of individual.
Report of Test Data and Interpretation of Test Data (35/100 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.	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.	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 (15/100 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.	Section fails to adhere to one of the conclusion and recommendation requirements previously noted.	Section fails to meet any of the two requirements previously noted.