EDCD 610.001 Career and Educational Counseling (3:3:0)
Fall 2015
Wednesday, 7:20 pm - 10:00 pm
Krug Hall 107

Instructor: Ronnie Zuessman PhD
Office hours: By Appointment Tuesdays & Wednesdays (typically 6:30-7:00 pm)
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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 readings, lectures, class discussions, case studies, and a community service learning project.

Attendance and participation in all classes are required. Attending the first night of class is mandatory. Students are required to be on time at the beginning of each class and to remain present until the class is dismissed by the professor. No early departures are permitted. Grades are in part determined by quality of one's class participation.

Students are required to sign in to each class; the sign in sheet is collected at the time the class begins. Lateness to class will factor into a student's grade for attendance/participation. If a student misses more than 1 class without an acceptable reason and documentation (e.g., religious holiday, family emergency, illness with a doctor's note), he or she will not receive a passing grade for the course.

Students should be prepared to reflect on their own life experiences as they relate to topics of discussion with the class and group process.

Use of cell phones, pagers, and other communicative devices are not permitted during class time.

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. A) Hammer, A. (1993). *Introduction to type and careers.* Palo Alto, CA: Consulting Psychologists Press. (IT&C)
   B) Complete the *Myers Briggs Type Indicator* (self-administered test available through campus Book Store). [If you have already completed the MBTI during the past 12 months and still possess your test results, you do not have to purchase the test, but will need *Introduction to Type and Careers.*]
   C) Complete the *Strong Interest Inventory*, available at the University Career Service (at a cost of $15 payable on site by cash or check only).
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 to class 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 focus your thinking, as well as generate reflection and ideas for discussion in class, which may be student-led.

B. Generational Career Analysis (10% of total grade). You will interview two people (you cannot use yourself as a subject for this generational analysis) from two different generations 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 brief descriptive/demographic information of each individual. This generational analysis is a single paper, no more than 5 pages long.

C. Personal Career Development Paper (30% of total grade) (Performance Based Assessment)
You will prepare one paper (10 page **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 (internal, interpersonal, events, context) 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/SII) 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 the inventories you have completed to your paper (these attachments do not count in the 10 page maximum page limit).

D. Career Service Learning Project (SLP) (30% 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 a career intervention through communication with the site and application of class materials.
1. SLP Proposal: Each group will turn in a tentative proposal for the group project (1 page).
2. SLP Project: Your group will meet as needed and schedule the project to take place at the site 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 reflective group supervision, to be scheduled during week 12 or 14.
4. SLP Presentations and Reflection Papers: Each group will present a brief summary of the project experience to the class on the last day of class. The presentation will include what your group implemented at the site, the evaluations received from site supervisors and clients, the strengths and challenges of the experience and personal reactions to the experience. You will also hand in on that day a 2 page individual reflection paper regarding your personal SLP experience.

E. Final Exam (10% 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 (12/16/15) by **4:30pm (no exceptions).**

Summary of Grading System & Course Requirements

A) Class Participation	20%
B) Generational Career Analysis	10%
C) Personal Career Development Paper	30%
D) Career Service Learning Project, Presentation & Individual Paper	30%
E) Final Exam	10%
	100%

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]

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 style will impact the grade.

Electronic Devices
Turn off all audible, visual and tactile notification systems and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Laptops or tablets are permitted for the purpose of taking notes only. Audio or video recording of the class is not permitted. Engaging in activities not related to the course (e.g. internet connection, email, chat, text, gaming, etc.) will result in a significant deduction in your participation grade; and on second offense will result in a failing grade.

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. **More than one un-excused absence 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/access documents via Blackboard, (7) 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 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.

Plagiarism
Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be

cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

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 Counseling & Development page at: http://gse.gmu.edu/counseling/policies-resources/

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/.

EDCD 610 TENTATIVE COURSE SCHEDULE

CLASS	DATE	TOPIC *(Class Activities are in Italics)*	Readings Due Day of Class	Assignments Due Before This Class
1	9/2/15	Review of Syllabus *Introductions* Overview of Career Counseling *(Career Lifeline)* *(Career Genogram)*	**NHB: Ch 1, 14;** **TFL: Ch 7-9**	
2	9/9/15	History & Issues in Career Counseling Super, Gottfredson Assessment of Values *(Card Sort)* Initial interview	**NHB: p 42-68;** **TFL: Ch 1,4**	**SII Completed;** **Personal Career Genogram (bring in)**
3	9/16/15	Holland's Theory; Strong Interest Inventory (SII); Assessment of Values & Interests	**NHB: p 69-80, Ch 5,6;** **TFL: Ch 2**	**MBTI Completed;** (SII results are returned to you)
4	9/23/15	Interpretation of Inventories; Myers Briggs Type Indicator (MBTI); *Assignment of Service Learning Project (SLP)*	**IT&C: p 1-30;** **NHB: Ch 13**	**Bring in MBTI & SII**
5	9/30/15	*(MBTI Role Plays)* Career Program Development & Implementation / SLP	**NHB: Ch. 7,8,9**	**MBTI/SII Write-Up on Class Partner**
6	10/7/15	Learning/Cognitive Theories Assessment of Interests/Skills/ *Lab Practice*	**NHB: p 80-107** **TFL: Ch 3,5**	**Generational Career Analysis Paper Due**
7	10/14/15	Career Counseling with Diverse & Underrepresented Populations *Lab Practice*	**NHB: Ch 4;** Byars-Winston (Black); Flores & Heppner (Multicultural); Yakushko, Backhaus, Watson, Ngaruiya, & Gonzalez (Immigrants & Refugees); O'Neil, McWhirter, & Cerezo (Gender); Flores, Ramos, & Kanagui (Latino)	**SLP Group Proposal Due;** (SLPs begin after today)
8	10/21/15	Post-Modern Approaches; Psychology of Work	**NHB p 107-123** Blustein, Kenna, Gill, & DeVoy (Psychology of Working)	
9	10/28/15	**MEET @ Univ CAREER SERVICES SUB I Rm 3400** Career Center Tour; Resumes & Interviews; Area Resources	**TFL Ch 14-22**	
10	11/4/15	**No class / SLP Groups Meet**		
11	11/11/15	School Counseling *(Guest Speaker Tracey Albert);* Community Agency Counseling	**NHB: 10, 11, 12**	**Personal Career Development Paper Due**
12	11/18/15	Group Supervision for SLP (each group meets with professor @ appointed time)		**SLP Tapes & Evaluations**
13	11/25/15	No Class; at GMU Thanksgiving Holiday includes this Wednesday		
14	12/2/15	Group Supervision for SLP (each group meets with professor @ appointed time)		**SLP Tapes & Evaluations**
15	12/9/15	SLP Group Presentations; Summary of Learning & Evaluation *(Take-Home Final Exam Distributed)*		**SLP Presentations; SLP Individual Reflection Paper**
16	12/16/15	No class/Submit online		**Final Exam Due**

EDCD 610 Personal Career Development Paper Rubric
30% of total course grade
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]

Criteria	Exceeds Requirements A (100-97)	Meets Requirements A- to B+ (96-91)	Needs Improvement B & below (< 91)
Writing Style/Mechanics (15/100 points)	*Rare or minimal spelling or grammatical errors. *Clarity of expression. *Paper organization, paragraphs & sentence structures include clear subject, object, attributes, & logic. *Citation & references used appropriately.	*A few spelling or grammatical errors. *Paper lacks some clarity of expression. *Paper has some organizational & structural errors. *Minimal errors related to citations & references.	*Multiple spelling or grammatical errors. *Paper lacks sufficient clarity. *Paper has multiple organizational & structural. *Lacks or inappropriately uses citations & references.
Personal History & Career Development (#1-2) (25/100 points)	Thorough review of personal history & influences.	Partial review of personal history & influences.	Leaves out significant aspects of personal history & influences.
Assessment Results & Interpretation of Data (#3) (30/100 points)	Succinctly & accurately reviews results of formal & informal assessments. Connects data well to theory & personal history. Applies this well to areas of strength, growth & goals.	Partially reviews results of informal & formal assessments. Makes connections between data & theory & personal history. Makes some application of this to areas of strength, growth & goals.	Review of formal & informal assessments does not provide sufficient information or accuracy. Connections between data & theory & personal history are inadequate or strained. Insufficient application to areas of strength, growth & goals.
Conclusions & Integration (#4) (30/100 points)	Conclusions integrate data from all sources. Evidence of reflective, deep & critical understanding related to own career trajectory, influences on own personal & professional identity, & influences on own approach to counseling others.	Conclusions involve data from all sources. Shows awareness & understanding related to own career trajectory, influences on own personal & professional identity, & influences on own approach to counseling others.	Conclusions involve data from some of the sources available, or some of the data is applied incorrectly. Shows some awareness & understanding, though may show some misunderstanding related to own career trajectory, influences on own personal & professional identity, & influences on own approach to counseling others. Or does not adequately address some part of these.

EDCD 610 Career Service Learning Project Marking Guide
30% of total course grade

Areas Assessed	Exceeds Requirements A (100-97)	Meets Requirements A- to B+ (96-91)	Needs Improvement B & below (< 91)
Active participation of <u>all</u> group members	All members equally involved & worked well as a group	Partial participation by some or all group members	No participation by some group member(s)
Identification of site cultural considerations	Thorough consideration of mix of socio-cultural issues of site & populations served	Some consideration of socio-cultural issues of site & populations served	Limited consideration or significant aspects overlooked about site or populations served
Design of counseling program	Thorough consideration of needs of population served, site's current functioning, resources & readiness for intervention	Some consideration of population needs, site's current functioning, resources & readiness for intervention	Limited consideration or significant aspects overlooked site's current functioning, resources & readiness for intervention
Delivery / facilitation of counseling program	Coordinated group effort, responsive to site, participants & circumstances; integrates career counseling knowledge & practices	Partial coordination within group or with site; draws upon career counseling knowledge & practices	Lacks coordination or responsiveness to site, participants or circumstances; limited application of career counseling knowledge or practices
Evaluation of counseling program	Feedback from site & participants obtained through qualitative & quantitative methods; assembled & analyzed well; implications identified for site needs & for future consultant undertakings	Meaningful elicitation of feedback from site & participants; assembled & analyzed; some consideration of site needs & some consideration of consultant role	Feedback from site or participants is limited, or methods used inadequate; limited analysis; limited consideration of site needs or of consultant role
Group presentation of program to class	Succinct summary; conveys sufficient information about site & intervention; overall evaluation; strengths & challenges; integrated reflection on consultation experience	Summary is too long; adequate information about site & intervention; evaluation not well-enough connected to experience; some reflection on consultation experience	Summary leaves out essential information about either site or intervention; evaluation poorly represented or disjointed; limited reflection on consultation experience
Individual reflection paper	Honest personal reflection; integrates course learning & experience with discussion of self-as-consultant & future roles	Personal reflection; some reference to course learning & experience; some discussion of self-as-consultant & future roles	Limited personal reflection; limited connections with course learning & experience; cursory discussion of self-as-consultant or future roles