

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

EDCD 610 (001) - Career and Educational Counseling
3 Credits, Fall 2016
Mondays, 7:20 – 10:00 pm
Krug Hall Room 107

Faculty

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Prerequisites/Corequisites

Admission to the CNDV program; EDCD 603, 606, or 609. Also, EDCD 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, 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. (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 (i.e. all assignments are due in class, at the beginning of class unless otherwise advised by Dr. Thompson).

- **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 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 are curious about, perhaps something that you were left wondering about after the readings or something that generated an interest that you would 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 **from two 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 career development journey.** Make sure to provide brief descriptive/demographic (e.g. race, gender, age) information of each individual. This generational analysis is a single paper, no more than 5 pages.

C. Personal Career Development Paper (30% of total grade) (Performance Based Assessment)

You will prepare one paper (7 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, 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? 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 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) (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 fifth week of class and will work in small groups to develop a career intervention through communication with your site and application of class materials.

1. SLP Proposal: Each group will turn in a tentative proposal for the group project (1 page typed).
2. SLP Project: You will schedule your program to take place between the 9th and 13th weeks of class. This will be scheduled in collaboration with your site.
3. SLP Group Supervision: Each group will have 30-45 minutes of reflective group supervision, to be scheduled during week 13 and 14.
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 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 a 1-2 page individual reflection paper regarding your personal 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 12/5/16 and should be completed and emailed to Dr. Thompson by 12/12/16 **no later than 7pm (no exceptions).**

- **Other Requirements**
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.

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 assignments in class at the beginning of class, and (7) participate in all service learning project components.

Assignments

Unless otherwise noted, assignments for the course are to be submitted in class, at the beginning of the class, and 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.

- **Course Performance Evaluation Weighting**

A) Class Participation	20%
B) Generational Career Analysis	10%
C) Personal Career Development Paper	30%
D) Career Service Learning Paper/Presentation	20%
E) Final Case	20%

- **Grading Policies**

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.

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/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).

- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). 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://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

Class Schedule

<u>Class</u>	<u>Date</u>	<u>Topic</u> <i>(Class Activities are in Italics)</i>	<u>Readings</u>	<u>Assignments Due in Class (at the beginning of class)</u>
1	8/29/16	Review of Syllabus <i>Introductions</i> Overview of Career Counseling <i>(Career Lifeline)</i> <i>(Career Genogram)</i>	NHB: Ch 1, 14; TFL: Ch 7-9	
2	9/5/16	LABOR DAY		
3	9/12/16	History & Issues in Career Counseling Super, Gottfredson Assessment of Values <i>(Card Sort)</i> Initial interview	NHB: p 42-68; TFL: Ch 1,4	Personal Career Genogram (bring in)
4	9/19/16	Holland's Theory; Strong Interest Inventory (SII); Assessment of Values & Interests	NHB: p 69-80, Ch 5,6; TFL: Ch 2	MBTI Completed; SII Completed
5	9/26/16	Interpretation of Inventories; Myers Briggs Type Indicator (MBTI); <i>Assignment of Service Learning Project (SLP)</i>	IT&C: p 1-30; NHB: Ch 13	Bring in MBTI & SII
6	10/3/16	<i>(MBTI Role Plays)</i> Career Program Development & Implementation / SLP	NHB: Ch. 7,8,9	MBTI/SII Write-Up on Class Partner
7	10/10/16	COLUMBUS DAY		
8	10/17/16	Learning/Cognitive Theories Assessment of Interests/Skills/ <i>Lab Practice</i>	NHB: p 80-107 TFL: Ch 3,5	Generational Career Analysis Paper Due
9	10/24/16	Career Counseling with Diverse & Underrepresented Populations <i>Lab Practice</i>	NHB: Ch 4;	SLP Group Proposal Due; (SLPs begin after today)
10	10/31/16	Post-Modern Approaches; Psychology of Work	NHB p 107-123	
11	11/07/16	MEET @ Univ CAREER SERVICES SUB I Rm 3400 Career Center Tour; Resumes & Interviews; Area Resources	TFL Ch 14-22	
12	11/14/16	No class / SLP Groups Meet		
13	11/21/16	School Counseling <i>(Guest Speaker);</i> Community Agency Counseling Group Supervision for SLP Groups 1 and 2	NHB: 10, 11, 12	Personal Career Development Paper Due
14	11/28/16	Group Supervision for SLP Groups 3 and 4		
15	12/5/16	SLP Group Presentations; <i>(Take-Home Final Distributed)</i>		SLP Presentations; SLP Individual Reflection Paper and SLP Evaluations due
16	12/12/16	No class/Email final case conceptualization		Final Case Due by 7pm

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

Assessment Rubric(s)
EDCD 610 Personal 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