

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

EDCD 610.002 – Career and Educational Counseling
3 Credits, Fall 2017
Wednesdays 7:20 – 10 PM Krug Hall Room 107 – Fairfax

Faculty

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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

- This course fulfills the Virginia Department of Education requirement (8VAC20-543-610) that school counselors understand:
 - lifespan career development;
 - the knowledge, skills, and processes for providing developmental group counseling including career development;
 - work-based learning methods of instruction such as internship, job shadowing, cooperative education, mentorship, service learning, clinical, and youth apprenticeship.
- This course fulfills the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for “Career counseling and development theories and techniques”

Required Texts

1. Swanson, J. L., & Fouad, N. A. (2015). *Career theory and practice* (3rd ed.). Thousand Oaks, CA: Sage. [CTP]
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, Tk20, 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 2-3 pages). Creativity is encouraged.

- B. 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 5-6 pages.
- C. 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.
- D. Quizzes** Quizzes focused on the assigned readings will be given during the semester.
- 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 application of class materials and outside sources.
- 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 four page typed tentative proposal for the project. Your proposal must contain at least three references to peer-reviewed journal articles that will inform your 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 three page individual reflection paper regarding your personal SLP experience. You should describe the strengths and challenges of the experience.
 - 5. SLP Group Presentation:** Your group will present an overview of your SLP project, lessons learned, and recommendations/resources for working with your population or in

your setting. You are encouraged to provide handouts/resources (paper or electronic) to your classmates as a part of your presentation.

F. Personal Career Development Paper

You will prepare a 5-6 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. **Implications for Counseling.** 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%
Generational Career Development Analysis	15%
Resume and Job Posting	10%
Quizzes	10%
SLP	20%
Final Paper	20%
Class Participation	15%
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	100%

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Class	Date	Topic(s)	Reading(s) Due	Assignment(s) Due
1	August 30, 2017	Introduction; History & Current Issues of Career Counseling	CTP Ch. 1, 2	
2	September 6, 2017	Assessment; Genograms; Values	CTP Ch. 3; Chope 2005; TFL Ch. 1, 3, 4, 11	Genogram Due (hard copy); \$30 for UCS due
3	September 13, 2017	Culturally Responsive Career Counseling	CTP Ch. 4, 5; TFL Ch. 5, 6, 12	CTP Quiz 1: Chapter 1, 2, 3, 4, 5
4	September 20, 2017	Holland; Work Adjustment Theory	CTP Ch. 6, 7; TFL Ch. 2, 7, 8; Ch. 9 Niles & Harris-Bowlsbey <i>Designing... Career Development Programs</i> (on Bb)	
5	September 27, 2017	Super; Gottfredson	CTP Ch. 8, 9; TFL Ch. 9	Generational Analysis Paper due (Bb & hard copy)
6	October 4, 2017	Social Cognitive Career Theory; Emerging Theories	CTP Ch. 10, 11; Additional TFL as needed for SLP	SLP proposal due (hard copy); CTP Quiz 2: Chapters 6, 7, 8, 9, 10, 11
7	October 11, 2017	University Career services (UCS): Overview + Resume Writing & Critique	Complete MBTI, SII, & StrengthsFinder	Meet at UCS SUB 1, room 3400; Bring resume draft and job posting
8	October 18, 2017	Career Counseling in Schools	CTP Ch. 12, 13; Martinez (2017) article (on Bb)	
9	October 25, 2017	Holistic career counseling; Integration of theory; Strengths	CTP Ch. 14, 15	CTP Quiz 3: Chapters 12, 13, 14, 15
10	November 1, 2017	SLP work; TBD		
11	November 8, 2017	Assessment Interpretations	Articles: Katz 1999; Owens 2016; Shaff 2016; Review MBTI booklets on Bb: Myers; Hammer 2007	Resume with job posting due (hard copy)
12	November 15, 2017	SLP Group Supervision (day 1)		
	November 22, 2017	No Class – Holiday		
13	November 29, 2017	SLP Group Supervision (day 2)		
14	December 6, 2017	SLP Group Presentations		SLP personal reflection (Bb & hard copy); SLP summary and evaluations (hard copy)
	Final Exam Day			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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

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%				

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	20%				
4. SLP Reflection Paper (individual): Thoughtfully describes the strengths and challenges of the experience for you personally and professionally	20%				
5. SLP Group Presentation: Provides overview, lessons learned, and recommendations that summarize experience, demonstrate reflexivity, and offer useful suggestions to classmates working with a similar population/setting.	20%				

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. Implications for Counseling: integration of all information presented and thorough discussion of implications for you as a counselor	30%				