

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

EDCD 610.002 – Career and Educational Counseling  
3 Credits, Spring 2018

Wednesdays 4:30 – 7:10 PM Robinson Hall A Room 246 – Fairfax

**Faculty**

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**Prerequisites/Corequisites**

Admission to the CNDV program; EDCE 603, 606, or 609. Also, EDCE 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, 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. EDCC 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 21<sup>st</sup> century* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson. (NHB)
2. Hecklinger, F., & Black, N (2009). *Training for life* (10<sup>th</sup> ed.). Dubuque, IA: Kendall/Hunt. (TFL)
3. Additional readings may be assigned.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy). All assignments are due in blackboard by 11:59 PM the Monday before the Wednesday class.

- **Assignments and/or Examinations**

- A. Reading Reflection Assignments (10% of total grade)**

- Reading reflections are due on Blackboard by 11:59 PM on the Monday before class. Reflections submitted after Monday will receive half credit. See attached class schedule for reading assignments requiring a reflection. Max of 500 words per reflection. Each reflection is intended to provide evidence of your insight and understanding of the assigned readings, and serve as a starting point for class discussions.

For each reading reflection you are required to include the following:

1. List three (3) key points you take away from each assigned chapter(s). For example, key points related to a career counseling theory, strengths or weaknesses of a theory, or the career counseling needs of diverse populations.
2. State in one sentence what you learned from the assigned chapter(s) about career counseling that you think would be helpful to you in advising students in school, or adults in a community based agency.
3. State in one sentence what you learned from the assigned chapter(s) that is helpful to you in understanding the job/role of counselor providing career counseling in an educational, or community based setting.

Additional reading assignments may be added at the instructor's discretion.

- B. **Attendance and class participation (20% of total grade)** 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.

Be prepared to contribute to 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.

- C. **Generational Career Development Interview and Analysis (10% 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 document their career path. You are required to type up and submit to Bb each person's education, work/career history, and response to the following questions:
1. What factors influenced their work/career choices?
  2. Did they have a choice?
  3. How long have they been in their current occupation?
  4. How often have they changed jobs, and why?
5. What did you learn about their career developmental processes with respect to demographic differences and generational differences?
6. In a separate section of your paper titled analysis, you are required to:
- a. Contrast each person's career path with respect to demographic and generational differences

7. Max of five pages for write-ups, two and one half pages per individual interviewed.

**D. Personal Career Development Assessment (30% of total grade).**

You will prepare a max seven (7) page, double spaced, typed paper, with one inch margins that uses the following four headings:

1. 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? You are required to cite a specific career theory you find most helpful in explaining your development to-date, and future goals.
3. Vocational/Assessment Results.
  - a. Summarize the results of one formal vocational assessment, such as MBTI/SII, you completed before this semester, or during this semester, as well as one informal instrument/exercise from TFL.
  - b. Note any patterns and how one piece of data supports or contradicts another.
  - c. Identify important issues from #1 and #2 and how they relate to your assessment results.
  - d. Explain what the assessment results say about your strengths and growth areas, particularly with respect to your current career goals.
4. Synthesis (Two pages out of seven page max). Integrate all of the information you have accumulated and discuss how it shapes your current career trajectory. Based on your profile (# 1 and # 2), and vocational assessment results (#3), what work environment are you drawn to, such as; community based agency, schools, private practice. How does this information influence your personal and professional identity?

**E. 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 program for students and/or clients in the community. The 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 third week of class and will work in small groups to develop your career intervention program through communication with your site and applications of class materials.

**1. SLP Proposal:**

- a. During the third class, on February 7<sup>th</sup>, the class will receive a briefing about the five available sites for the SLP Project.
- b. During the third class, the class will divide into five SLP groups.
- c. Each group will select a leader to facilitate group meetings and pass around a sign in sheet for each time the group meets and works on the project. The sign in sheets will be given to the class instructor to document attendance at project meetings.
- d. Between the third and seventh class, each group will meet at a mutual agreed date and time to develop their proposal based on the needs of your site.
- e. During the seventh class, March 7<sup>th</sup>, each group will turn in a one page typed tentative proposal for your project. Each group will present their proposal to the class for discussion and feedback.

**2. SLP project:** you will schedule your program to take place between March 7<sup>th</sup> and April 11<sup>th</sup>. This will be scheduled in collaboration with your site.

**3. SLP Group Supervision:** Each group will have 60 minutes of individual group supervision by the class instructor to be scheduled during class on April 18<sup>th</sup> or April 25<sup>th</sup>. Please bring written evaluations from site staff and students, and, if possible, audio-visual tapes of your intervention.

**4. SLP Group Presentation and Individual Reflection Paper:** On the last day of class, May 2, each group will present a brief summary of their SLP project to the class. The presentation will include: what you implemented at your site, the evaluations you received from site supervisors and clients, and the strengths and challenges of the experience.

Each individual will also submit their 8<sup>th</sup> and final reflection on Monday April 30 11:59 PM to Blackboard regarding your personal SLP experience.

**F. Final Take Home Case Study (10% of total grade)** A take home case study requiring you to develop a client case conceptualization and treatment plan will be made available to all students on Blackboard April 25<sup>th</sup> and due by 11:59 PM on Monday, April 30 in Blackboard. No EXCEPTIONS. Late submissions will receive half credit.

- **Grading**

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.

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

**Class Schedule Career Counseling Spring 2018**

<b>1</b>	<b>January 24</b>	<b>Welcome, 5X7 cards, Overview, History, Current Issues of Career Counseling, review of Syllabus and Assignments; due dates and time</b>		<ul style="list-style-type: none"> <li>• Discussion why Career Counseling as a profession;</li> <li>• Include family, significant others influences</li> </ul>
<b>2</b>	<b>January 31</b>	<b>Super, Gottfredson, assessment of values, purpose of career counseling</b>	<b>NHB Ch. 1, 14 NHB p.42-68 TFL Ch. 1,4</b>	<ul style="list-style-type: none"> <li>• Reflection 1 due</li> </ul>
<b>3</b>	<b>February 7</b>	<b>*Holland's Theory; Assessment of interests; *SLP overview and assignments</b>	<b>NHB p.69-80, Ch. 5,6 TFL 2</b>	<ul style="list-style-type: none"> <li>• Reflection 2 due</li> </ul>
<b>4</b>	<b>February 14</b>	<b>Class meets at GMU Career Services Center SUB 1 Room 3400</b>	<b>No readings Come prepared to ask questions about Career Services Center</b>	<ul style="list-style-type: none"> <li>• No reflection due</li> </ul>
<b>5</b>	<b>February 21</b>	<b>* SLP small groups *Career program development &amp; implementation, use of GMU Career Services Center and other materials</b>	<b>NHB Ch. 7, 8, 9</b>	<ul style="list-style-type: none"> <li>• Reflection 3 due</li> </ul>
<b>6</b>	<b>February 28</b>	<b>*SLP small groups *Learning cognitive theories assessment of interests skills</b>	<b>NHB p.80-107 TFL Ch.3,5</b>	<ul style="list-style-type: none"> <li>• Generational Analysis Paper due Monday February 26 by 11:59 PM</li> <li>• Reflection 4 due</li> </ul>

7	March 7	*Guest Lecture Tom Schuplin, Psych Rehab Services (PRS, Inc): Career & employment of persons with serious mental illness. *Career Counseling Strategies for Diverse and underrepresented populations	NHB Ch. 4	<ul style="list-style-type: none"> <li>• Reflection 5 due</li> <li>• SLP proposal due, group discussion</li> </ul>
	March 14	No Class Spring Break		

8	March 21	Post Modern Theories, psychology of work; relational approaches;	NHB 107-123	<ul style="list-style-type: none"> <li>• Reflection 6 due</li> <li>• Begin SLPs</li> </ul>
9	March 28	*Guest Lecture Evan Jones , employment services director, persons with disabilities, Fairfax-Falls Church CSB  *Intro to Emotional Intelligence	*TFL Chapter 13-22  *Psycnet.apa.org; EI/EQ Youtube: Dana Ackley	<ul style="list-style-type: none"> <li>• Reflection 7 due</li> </ul>
10	April 4	No Class Work on SLP	Time to work on SLP	Time to work on SLP
11	April 11	School/Community Agency Career Counseling	NHB 10, 11, 12	<ul style="list-style-type: none"> <li>• Career Development Paper due</li> <li>• No reading reflection due</li> </ul>
12	April 18	Group Supervision for SLP no formal class	One hour individual sessions per SLP group, i.e. 1,2,3	Bring SLP site supervisor and student evaluations & tapes if available
13	April 25	<ul style="list-style-type: none"> <li>• Group Supervision for SLP no formal class</li> <li>• Case study available on Blackboard for all students. Due Monday April 30 11:59 PM</li> </ul>	One hour individual sessions per SLP group, i.e. 4,5	Bring SLP site supervisor and student evaluations & tapes if available



<b>14</b>	<b>May 2</b>	<b>Final class meeting, SLP Short Presentations, class wrap-up</b>	<b>Individual SLP experience reflection</b>	<ul style="list-style-type: none"> <li>• <b>Case study due Monday April 30, 11:59 PM</b></li> <li>• <b>Reflection 8 due on personal SLP experience</b></li> </ul>
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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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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](mailto: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/>.**