

**Rutgers, The State University of New Jersey**  
**Graduate School of Education**  
15:297:510 Career Counseling and Development  
Fall, 2011  
Mondays, 4:50 pm-7: 30 pm  
Hickman Hall 127 Cook/Douglas

Professor:  
Phone:  
E-mail:

**Required Texts:**

Swanson, J.L., & Fouad, N.A. (2009). Career theory and practice: Learning through case studies (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

Sharf, R.F. (2010). Applying career development theory to counseling (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

**Lab Fees:**

The class will be taking several career assessments during the course of the semester. Fees for these instruments will be collected during the first two weeks of class.

**Course Objectives:**

**To assist beginning counselors to develop:**

- Knowledge of career counseling processes, techniques, and resources, including those applicable to specific populations (CACREP II.K.4.h).
- Knowledge of the major theories of career development and decision making models (CACREP II.K.4.a.).
- Skills and strategies to make educational and occupational decisions and plans, placement, follow-up, and evaluation (CACREP II.K.4.e.).
- Skills in using technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate worldwide web sites (CACREP II.K. 4.g.).
- Skills in acquiring, evaluating, and utilizing career assessment tools and information that are relevant to career planning and decision making (CACREP II.K.4.f);
- Knowledge of career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems (CACREP II.K.4.b.).
- Skills in career development program planning, organization, implementation, administration, and evaluation (CACREP II.K.4.c.).
- An understanding of the underlying ethical and legal considerations that guide career counselor's professional behavior (CACREP II.K.4.i.).
- Knowledge of the interrelationships among and between work, family, gender, race, ethnicity, and lifestyle and their influence on career theory, choice, and development (CACREP II.K.4.d.).

### Course Requirements:

- **Class Attendance and Participation:** Class discussions and group interactions will be primary learning tools. As such, class participation will be imperative to fully integrate the material (**15% of final grade**).
- **Career Autobiography:** (**\*\*\*\*Please Note Differences for Counseling Psychology vs. School Counseling Students**)  
It is felt that from an understanding of oneself, one may begin to try to understand other people. That is, one should have some understanding of his/her own career development before seeking to assist others. Toward this aim, you will write an in-depth analysis of your own career development. Utilize the insights you have gained from your reading, classroom discussions, and personal analysis. Relevant personal and unique situational factors should be considered such as the influence of family background, ethnicity, gender, your personal motivation and education. Theories related to these topics (Roe, Super, etc.) should be utilized.  
If you are in the **Counseling program** your paper should focus on your personal experience as it may relate to the population you desire to serve.  
If on the other hand, you are in the **school counselor program**, your paper should focus on how your insights might assist your desire population to serve. Paper should be 6-10-pages and in APA format. Paper is due as noted (**15% of Final Grade**).

### **MID-TERM:**

#### ***For Counseling Psychology Students:***

- **Career Development and Information: (group topic)**  
The purpose of this assignment is to provide you with an in-depth examination of a single theory of career development, which will serve as a standard of comparison for other theories. Choose a career development theory that makes most sense to you. Briefly describe the theory. How does it make sense? Have you found it to be true? What does the evidence say? Don't simply give back the theory, react to it and try to integrate it with your own view of career development. ***Support this theory with 4 research articles related.*** Secondly, analyze three sources of occupational information that goes hand in hand with this theory (Internet Resources Available for your population). Include comparisons, contrasts, good and bad points and your recommendations to others. Due as noted. You should submit 5-pages in APA format (**35% of Final Grade**).

#### ***For School Counselor Students:***

- **Career Counseling Center Project Presentation:**  
Students will be assigned to work in small groups of 4 or 5 to ***develop*** and ***complete*** a career-counseling center for a specific age group (elementary, middle/junior high, high school, or college and vocational/technical school). Each

group will be asked to take 10 – 15 minutes during the class to share their project with the class. The format for the project is attached (**35% of Final Grade**).

**FINAL:**

- **Comprehensive Developmental School Counseling Program – Career Counseling Component (CDSCP):** (\*\*\*\*This is for all students). If you are a Counseling Psychology student your program should focus on what population you desire to serve. This will be discussed in class. (I.e. College/university) Each group will complete the career counseling section of a Comprehensive School Counseling program. The section will include the following components: *career goals, career objectives, career method/activities, and career evaluations for the School Counseling program (35% of Final Grade)*.

**Topics and Readings:**

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>CACREP Stnd.</u>
Wk 1	Introduction to Course: Overview	S-chapt. 1 SF-chapt. 1 & 2	Foundations
Wk 2	Sociological and Ecological Factors Trait and type theories	S-Chaps. 2 & 3 S-chap. 15	Foundations
Wk 3	Career Assessments/Needs Assessments & Impact on Student Outcomes: Trait-factor, work-adjustment Holland Theory; Myers-Briggs	S-chaps. 4 & 5 SF-chapt. 3	Knowledge
Wk 4	Life-Span Theory: Donald Super	S-chaps. 6-10	Knowledge
Wk 5	Gottfredson	S-chapt. 7 SF-chapt. 5	Knowledge
Wk 6	Career Assessments <i>Career Center Staff (tentative)</i>		Knowledge
Wk 7	Parental Influence and Attachment Roe	S-chaps. 12	Knowledge
Wk 8	Presentations		
Wk 9	Multi- Cultural techniques Career Counseling Techniques: Role Play and Skill Scan	S. Ch. 16 SF- chaps. 8,9,10	Knowledge

Wk 10	Presentations		
Wk 11	Presentations		
Wk 12	Social Learning and Cognitive Theories Krumboltz; Lent & Hacket	S-chapts. 13 & 14 SF-chapt. 6	Knowledge
Wk 13	Career Counseling in the Schools: Surveys, interviews, standardized testing	Handouts	Contextual
Wk 14	Role Plays with Professor and students on peer case (addressed in 1 <sup>st</sup> class)		
Wk 15	<i>Exam</i>		

Dates and topics are subject to change at the discretion of the professor.  
*Career Counseling center will be scheduled to join us (TBA).*

**Career Counseling Center Project Format**

- I. Page Title (including name of Career Center, names of members in the group, date, university name, course number and name)
- II. Center's Description (setting, target population)
- III. Goals of the Center (include some behavioral objectives for each goal, methods used, and evaluations that goals have been met)
- IV. Equipment and Materials on hand at the center – much include Internet resources (rationale or how do these meet the center's goals and objectives)
- V. Equipment and Materials to be purchased (rationale or how do these meet The center's goals and objectives)
- VI. Grants available – at least three (description of each grant)
- VII. Budget – your total budget is \$3000.00 prior to grant money (use a table format to show how money is/will be spent)
- VIII. List of local, state, and national resources available for the target population
- IX. Reference Page

**Comprehensive Developmental School Counseling Program (CDSCP) –  
Career Component Format**

- A. Introduction** – include an introductory paragraph or two of the purpose or rationale for having a career-counseling program as part of your comprehensive plan. Give attention to the ASCA standards and your mission and vision statements, and include the overall goals for your program. Also include a general overview of what your career program will consist of.
- B. Career Goals** – list the specific goals of your program based on the ASCA standards.
- C. Career Objectives** – list the objectives of your program based on the ASCA competencies. (Use at least one from each sub-standard). In this section include the career activity being used for the objectives listed.)  
*Example:* Objective – the students will know the various ways which occupations can be classified.  
Classroom Guidance Activity – Classifying Jobs
- D. Career Methods** – this includes the type of counseling intervention/approach (classroom guidance, small group, individual) you will use and a detail description of the counseling activity. ***Please use the format provided on the course website.***
- E. Career Program Evaluation** – include how you will evaluate the success of your school career program. *Please note that this is not the same evaluations you will use for your individual counseling activities.*  
Example: use a counselor made survey to be completed by the teacher, students, and parents.
- F. References** – include all references used.
- G. Appendix** – include all activities mentioned in your program

**Note: all activities provided in the program must be included in the Appendix with reference for each. If a counselor made activity and/or evaluation is used, this must also be included in the appendix.**