

CAREER COUNSELING & DEVELOPMENT (15:297:510)
Department of Educational Psychology
Rutgers University, Graduate School of Education
Wednesday 4:50-7:30pm, Scott Hall 201
Spring 2013

Instructor: Dr. Colleen Georges, LPC

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Office Hours: By Appointment

Course Texts & Resources:

Swanson, J.L. & Fouad, N.A. (2010). *Career Theory and Practice: Learning through Case Studies (2nd Ed.)*. Thousand Oaks, CA: Sage.

eCollege: <https://ecollege.rutgers.edu/students.jsp>

Course Description:

This course is designed to provide the student with an understanding of the following major areas in vocational psychology: (1) Career counseling process, (2) Theories of career development and choice, (3) Occupational information and technology, (4) Testing and assessment in career counseling, (5) Consideration of contextual concerns of the career development.

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 Expectations:

Attendance & Process: Regular attendance is mandatory since much of the course is based on group discussion and in-class activities that cannot be made up. ***Your grade will be dropped a letter grade if you miss three or more classes.*** For example, if a student currently has an "A" in the class and misses 3 classes, the student grade will be changed to a "B". The process and outcome of this class will depend on each of our contributions. Thus, each class member is asked to be ready and committed to explore your own personal and professional self through class discussions, in-class activities, and class assignments.

Readings: Students are expected to read assigned material **BEFORE** class and come prepared to discuss the topic(s). Your active participation during each class session will contribute to the learning process for all involved. In addition, participation by every student is crucial for personal growth. The more each of us gives, the richer the experiences will be for all of us. Come to class prepared to raise questions, discuss topics and participate in class activities. Additional readings may be assigned throughout the course.

Expectations of Professionalism / Student Rights and Responsibilities:

1. To ask for clarification at any time.
2. Frequently check your email.
3. Attend class on time; late arrivals disrupt the learning environment.
4. Have access to all required textbooks and assigned articles.
5. Have access to and utilize the internet.
6. Turn-off cell phones or change setting to vibrate.
7. Be courteous and treat all persons in the classroom with respect; different opinions will be shared/expressed to the extent that not everyone will be in agreement (i.e., cultural, environmental differences).
8. Students have the right to express opinions in a respectful and timely manner.
9. Students with known physical/mental limitations must contact Disability Services and the instructor at the beginning of the semester so that accommodations can be arranged.

Academic Integrity: Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred. See <http://academicintegrity.rutgers.edu/integrity.shtml> for detailed specifications.

COURSE READINGS, ASSIGNMENTS & ACTIVITIES

Date	Reading	Topics	Activities & Assignments
Jan 23	Swanson & Fouad – Ch 1	Introductions & Course Overview Career Counseling: An Overview	Homework (Personality Assessment-MBTI): http://www.humanmetrics.com/cqi-win/JTypes2.asp
Jan 30	Swanson & Fouad – Ch 2	The Use of Assessment in Career Counseling	Work in Progress DVD: Client #3–Leaving High School (20 min) Go Over Class MBTI Results Homework (Skills/Abilities Assessment): http://www.d.umn.edu/careers/inventories/skills_test_intro.html
Feb 6	Swanson & Fouad – Ch 3	The Case of Leslie <i>Résumé & Cover Letter Writing Workshop</i>	Work in Progress DVD: Client #4–Student’s Future Plans (20) Go Over Class Skills/Abilities Results Homework (Work Values Assessment): http://careerservices.rutgers.edu/OCAvaluesassessment.shtml
Feb 13	Swanson & Fouad – Ch 4	Gender-Aware & Feminist Approaches	Go Over Class Work Values Results Homework: CDMSE Short Form
Feb 20	Swanson & Fouad – Ch 5	Culturally Appropriate Career Counseling	Career Counseling: Skills for Contextualizing Decision Making (RU) (48 min) Go Over Class CDMSE Results Homework (Interest Assessment-Holland): http://www.mynextmove.org/explore/ip Due: Career Development Topic Research Paper
Feb 27	Swanson & Fouad – Ch 6	Holland’s Theory of Vocational Personalities & Work Environments	NCDA DVD: Holland (18 min) Go Over Class Holland Results <i>Résumé Peer Review (30 min)</i>
Mar 6	Swanson & Fouad – Ch 7	The Theory of Work Adjustment <i>Job Search Strategies Workshop</i>	Mock Career Counseling Triads (30 min)
Mar 13	Swanson & Fouad – Ch 8	Super’s Developmental Theory	NCDA DVD: Super (21 min) Mock Career Counseling Triads (30 min) Due: Career Identity Autobiography & Analysis
Mar 27	Swanson & Fouad – Ch 9	Gottfredson’s Theory of Circumspection & Compromise <i>Interview Skills Workshop</i>	Mock Career Counseling Triads (30 min)
Apr 3	John Krumboltz: Happenstance Learning Theory Article	Krumboltz: Learning Theory of Career Counseling	Creating More Satisfying Lives: A Demonstration of the Happenstance Learning Theory (RU) (35 min) Mock Career Counseling Triads (30 min)
Apr 10	Swanson & Fouad – Ch 10	Social Cognitive Career Theory	Mock Career Counseling Triads (30 min)
Apr 17	Chung & Gfroerer: Career Coaching Article	New Frontiers: Career Coaching	Career Coaching: The Emerging Trend in Workforce Development DVD (1 hr & 15 min)
Apr 24	Sunny Hansen: Integrative Life Planning Article Swanson & Fouad – Ch 11	Hansen: Integrative Life Planning Summary & Integration	NCDA DVD: Sunny Hansen (19 min) Due: Future Career Goals Action Plan
May 1		Group Presentations	
May 8		Group Presentations	

Required Assignments (500 points TOTAL)

Career Development Topic Research Paper (110 Points): You will select a career development topic of interest to you and write a paper outlining what research indicates about this topic area. Some topic ideas include, but are not limited to: identifying and implementing effective career development strategies for elementary/middle/high

school/college students, impact of employee's self-efficacy in the workplace, effects of trauma on the career development, impact of various aspects of diversity on career development (gender, race, ethnicity, SES, religion, sexual orientation, disability), psychological impact of unemployment at various ages and/or for men/women, dual career families, single parent families, work/family balance and burnout, older adult career transitions, etc. You must incorporate at least five journal articles and/or books (written within the last 10-15 years) that address your topic. Discuss research findings to date, limitations of existing research, and implications for future research and practice in adequately addressing this career development issue. Also discuss how at least two career development theories/approaches discussed in our course might be able to address this issue. **The paper is due February 20 and should be double-spaced with 12-point Times New Roman font, 1" margins all around, and 7 full pages minimum.**

Career Identity Autobiography & Analysis (110 Points): You will write a paper that provides an overview of your career development process to date, including the persons and events that have helped shaped it. Think about your earliest concept of careers, first career dreams, what you wanted to be at different times (elementary school, middle school, high school, college), who influenced you, why did or didn't you change mind, specific incidents or activities that sparked interests, external messages and expectations, and all work experiences over time. What types of work or career values were role modeled in your family? What role did educational experiences, teachers, or other members of your social circle play in shaping your career beliefs and interests? What role did social or political events play? How have gender, religious beliefs, culture, race, social class, etc. shaped your career identity? What role did the media play? What impact have part-time jobs, full-time jobs, and/or volunteer experiences had? What other aspects of your life have impacted your professional identity? Address these questions in summarizing and analyzing how you have come to develop your career identity and aspirations. Use at least two career development theories covered in our course to conceptualize your career development process. Also, include and interpret the results of the five career assessments you completed for the course. **The paper is due March 13 and should be double-spaced with 12-point Times New Roman font, 1" margins all around, and 7 full pages minimum.**

Future Career Goals Action Plan (110 Points): You will outline your educational and professional goals for the next five years and develop a plan of short and long-term action steps for meeting your goals. Consider and address the information you will need to reach each goal, what research you will need to conduct, what websites you will need to visit, what individuals/institutions/schools/certification committees you will need to contact, etc. Your plan should include an educational/credentialing/continuing education plan, specific job search strategies, interview preparation activities, as well as editing, optimizing, and submitting your résumé and cover letter based upon techniques addressed in the course resume/cover letter, job search, and interview preparation workshops and résumé/cover letter peer review session. Approximated dates for completing each of your specific activities must be included. **The paper is due April 24 and should be double-spaced with 12-point Times New Roman font, 1" margins all around, and 7 full pages minimum (in addition to your résumé and cover letter).**

Career Development Workshop Design & Presentation (110 Points): You will work in small groups (4 individuals) to prepare and present (using **PowerPoint or Prezi**) to the class a career development workshop that could be delivered to students—either elementary, middle, high school, or college students—your choice. The topic you select should be appropriate to the age group you select and your presentation must be interactive. **Topics must be submitted to me in writing for approval by February 20.** The length of the presentation should be approximately 40 minutes including active facilitation of interaction, dialogue, potential experiential exercises, and a period for audience questions and responses. Each presentation should include a handout for students. **Presentations will take place on May 1 & 8.**

Class Participation/Attendance (60 points): It is critically important that each student readily attends, is on time, and actively participates in class to enhance the learning process and outcome.