

Spring 2015
Career Counseling & Development
15:297:510
Wednesday 4:50-7:30 pm
Spring 2015

Instructor: GoEun Na, Ph.D., NCC	Email address: goeun.na@gse.rutgers.edu
Phone Number: 848-932-0817	10 Seminar Pl Rm 308
Office Hours: By prior appointment	Prerequisites or other limitations: N/A
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Contact Instructor

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 Texts & Resources:

Swanson, J.L. & Fouad, N.A. (2014). Career Theory and Practice: Learning through Case Studies (3rd Ed.). Thousand Oaks, CA: Sage.

Course Requirements:

- Internet connection
- Access to eCollege

Course Structure:

This course is designed to provide a hybrid experience, including both face-to-face and online activities. Contact time will be divided in the following way:

Approximately 35 % face-to-face and 65 % online

This **is not** self-pacing course. It is extremely important that you complete the assignments by the due date.

Online sessions will be a blend of activities using **eCollege** and other Web sites. Activities will consist of threaded discussions, email, and web posting.

Face-to-face sessions will be held in the Scott Hall Room 201.

eCollege Access

This course will be delivered partially online through the **Rutgers On-line-Pearson eCollege** course management system.

To access this course on **eCollege** you will need access to the Internet and a supported Web browser (Firefox, Internet Explorer, Safari).

Technical Assistance

People in this course will be using different types of computers and software, and you may experience technical problems from time to time. ***If you are having technology problems***, such as linking to email, accessing RutgersOnline.net, problems with buttons on RutgersOnline.net, problems downloading and viewing documents, password problems, or other tech problems, you **must** first contact the HELP Desk at **1-877-778-8437**. The Help Desk staff is trained to address many different types of technology problems. ***If it turns out that there is a problem that I must correct, The Help Desk staff will contact me.***

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity

(see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at

http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Required Assignments

Class Participation (On-line and In-class) (20%):

The class includes active participation including small group and large group threaded discussions and reflection based on weekly readings. Your presence in the threaded discussions and in-class is necessary.

Career Identity Autobiography & Analysis (20%):

Autobiography (10%): You will write a paper that provides an overview of your career development process to date, including the persons and events that have helped shared it. Think about your earliest concept of careers, first career dreams, what you want 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 of 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 impacts 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. The paper is due February 4th and should be double-spaced with 12-point Times New Roman font, 1" margins all around, and 4-5 pages in length.

Analysis (10%): 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 April 15th and should be double-spaced with 12-point Times New Roman font, 1" margins all around, and 5-6 pages in length.

Career Development Topic Research Proposal (5%) & Paper (20%):

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), dual career families, work/family balance and burnout, older adult career transitions, etc.

Proposal (5%): You will write an outline of your research paper by February 25th. In the proposal, you should include title, the needs/importance of topic, and five references.

Paper (20%): You must incorporate at least eight journal articles (written within the last 10 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 two career development theories/approaches discussed in our course might be able to address this issue. The paper is due March 18th and should be double-spaced with 12-point Times New Roman font, 1” margins all around, and 8 pages in length.

Career Counseling Topic Discussion (15 %):

Throughout this semester, you will write one summary of article in career counseling journals you have read and lead a on-line discussion. Please post two questions related to your articles. The summaries should be about 1 page in length. You will also respond to at least 1 response to other student’s post. Your posts will be short essay type responses.

Career Workshop/Intervention Design & Presentation (20%):

You will create a career workshop/intervention that could be delivered to a special population (ex. elementary, middle, high school, or college students, veterans, immigrants, students with learning disability, etc.). The topic you select should be appropriate to the age group you select and your presentation must be interactive. You will write a career workshop/intervention proposal, including (a) description of the special population, (b) description of the career issues for this population, and (c) description of one or more appropriate strategies for use with the career issues of this population. The length of the presentation should be approximately 30 minutes including active facilitation of interaction, dialogue, potential experiential exercise, and a period for audience questions and responses. The paper is due April 29th and should be double-spaced with 12 point Times New Roman font, 1 “ margins all around, and 3 pages in length.

Performance Evaluation Criteria and Procedures

<u>Assignment</u>	<u>Percentage</u>
Participation	20%
Career Identity Autobiography & Analysis	20%
Career Development Topic Research Paper Proposal	5%
Career Development Topic Research Paper	20%
Career Counseling Topic Discussion	15%
Career Development Workshop	20%

Grading Formula:

A letter grade consistent with the student's performance on written assignments, class presentation, self-assessment, autobiography, class attendance, participation, conduct and other class activities will be awarded upon completion of the requirements for this course. Grades will be determined based on the accumulation of points as listed above. Class attendance, participation and conduct will also be factored into this point system with 10 points reduction for each unexcused absence. Grades based upon the point system will be as follows: A: 91-100 B+: 87-90 B: 80-86 C+: 75-79 C: 70-74 F: 69 or less

Further narrative associated with grading for student evaluation is as follows:

A Mastery of material, content, and concept. Superior demonstration of counseling skills at the masters' level. The student had completed all assignments on-time. The student had perfect attendance, participated in role play and class activities.

B+ / B Satisfactory understanding of material, content, and concept at the masters' level. The student consistently demonstrated counseling skills at the masters' level. The student's assignments were submitted to the instructor no more than one day after the due date. The student had no more than one absence, participated in role play and class activities.

C+ / C The student demonstrated a lack of counseling skills and knowledge expected at the masters' level. This student may have had the competency to complete the assignments, but have not demonstrated commitment to the class (3 or more absences), lacking punctuality and preparation for class. Further supervision and work is needed to perform appropriately at the masters' level.

COURSE READINGS, ASSIGNMENTS & ACTIVITIES

Course Schedule Outline: The course schedule, requirements and procedures provide a general plan for the course; deviations may be necessary once the course is underway. Students will be informed of any changes during regular class meetings. It will be each student's responsibility to stay informed of any changes.

Date	Reading	Topics	eCollege Activities & Assignments
1/21 (In-Class)	Ch. 1	Introductions & Course Overview	Introduce yourself
1/28	Ch. 3	The Use of Assessment in Career Counseling	Personality Assessment-MBTI
2/4	Ch. 2,5	Culturally Responsive Career Counseling	Skills/Abilities Assessment <i>Due: Career Identity Autobiography</i>
2/11 (In-Class)	Ch. 6	Holland's Theory	Work Values Assessment
2/18	Ch. 7	The Theory of Work Adjustment	Interest Assessment-Holland
2/25	Ch. 8	Super's Developmental Theory	<i>Due: Career Development Topic Research Paper Proposal</i>
3/4	Ch. 9	Gottfredson's Theory of Circumspection & Compromise	
3/11 (In-Class)	Mock Career Counseling Triads		
3/18		Spring Break	<i>Due: Career Development Topic Research Paper</i>
3/25	Article	Krumboltz: Learning Theory of Career Counseling	
4/1	Ch. 10	Social Cognitive Career Theory	
4/8 (In-Class)	Mock Career Counseling Triads		
4/15		New Frontiers: Career Coaching:	<i>Due: Career Identity Autobiography Analysis</i>
4/22		Integrative Life Planning Summary & Integration	
4/29 (In-Class)		Career Workshop/Intervention Presentations	<i>Due: Career Workshop/Intervention Design</i>
5/6 (In-Class)		Career Workshop/Intervention Presentations	
5/13			<i>Due: All papers</i>