



Leadership for Diverse Communities

Master Syllabus in Compliance with CTC Standards 2001

COUN 220: Seminar in Career Development Theory

Course Description:

Examination of career development theories and research for their implications in understanding career development generally and career counseling specifically

Required for: MS. Marriage and Family Therapy; MS. Counseling and Student Services; Pupil Personnel Services Credential

Required for: Graduate Writing Requirement

Prerequisites: Although there are no prerequisites required or recommended for this course, COUN 203 would be an asset.

3. GENERAL COURSE DESCRIPTION

a. Organization of the course

This is a three-unit seminar course involving readings, discussions (on the Discussion Board in Blackboard), standardized assessments, individual assignments, a role play activity, and site visits.

b. Method of instruction

All course materials will be on Blackboard. If you are having difficulties using Blackboard, please contact the Digital Campus <http://www.csufresno.edu/digitalcampus/> or me for assistance.

Typically, each unit would require you to do the following:

- i. Complete the assigned reading/s (2 hours)
- ii. Complete the assignment/s using the Discussion Board where required.
- iii. For those assignments to be submitted, please refer to the instructions for each unit. These instructions are listed under Syllabus, Course Documents and Assignments in Blackboard.

c. Brief summary of activities (Details of all assignments are given under the section 'Detailed description of course assignments' on **p.7**)

- Discussion Leadership
Each week, two/three students will be expected to lead **individual discussions** in class on **some aspect of the topic for that week.**
- Quiz – 25 multiple choice questions (online)

- Assessment Review and Role Play
Each student will have the opportunity to complete a career assessment (the Self-Directed Search) and counsel a client using information from his/her summary code.
- Final Paper And Presentation
This assignment will require you to:
 - (a) Research a **career related issue**
 - (b) Develop a brief intervention for the targeted group you have chosen to research.

This assignment fulfills the Graduate Writing Requirement (GWR) for students in the MS counseling program only. Required for Advancement to Candidacy.
- Final exam - 40 multiple-choice questions (online)

d. Curriculum material in digital format

Notes and other relevant material will be in Word and Power Point. You will be provided with relevant websites (check External Links in Blackboard periodically) to expand your knowledge of the course content.

e. Computer technology and accessibility

Each student is expected to have access to a computer and more importantly ensure that your software is compatible with mine. Currently, I am using Microsoft XP. This can be purchased from the University at a minimum cost. It is also important that you are familiar with the technology in order to utilize Blackboard effectively. If you have any questions or concerns regarding the suitability of your software please contact the Digital Campus (<http://www.csufresno.edu/digitalcampus/>) for assistance.

LEARNING OUTCOMES, READINGS, EVALUATION

a. Learning outcomes (Objectives)

The student will:

1. Compare and contrast major **career development and decision making theories** (CTC 20, 23, 27)
2. Identify **social, economic and political trends** that affect career development services in business, industry, education, agency, and private settings (CTC 20)
3. Relate career development counseling and cultural value systems to **diverse populations and groups** (Re-entry students, racial, ethnic and gender minorities, disabled and gay/lesbian clients) (CTC 3, 20, 23)
4. Develop an historical/philosophical perspective on the career counseling field (CTC 20)
5. Describe effective techniques for providing **educational counseling** to students and their families about **academic and career decisions**. (CTC 2, 19, 20, 23)

6. Identify appropriate **research and evaluation methods** in career development and counseling (CTC 20)
7. Apply **ethical and legal procedures** when using career development theory and counseling (CTC 6, 18, 20)
8. Examine career counseling strategies and methods (CTC 20)
9. Identify the variety of **computer-based and non-computer based resources** in the field of career development and counseling (CTC 20, 23)
10. Identify and become knowledgeable of the various **assessment instruments and techniques** used in the career counseling field (CTC 4, 20)
11. Prepare pupils for a range of options and opportunities after high school including the completion of a college and university education (CTC 19)
12. Develop and evaluate a career development program or intervention targeted to a specific population such as elementary and high school students (CTC 20)
13. Review the reliability, validity and usefulness of various standardized and non-standardized tests in the field of career counseling
14. Help clients understand and apply assessment results to career decision making

b. Required Readings

Sharf, R.S. (2010): *Applying career development theory to counseling (5th ed.)*. Belmont, CA: Thomson/ Brooks/Cole

American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, D.C: Author.

Recommended Readings

The Career Development Quarterly. The National Career Development Association.

Other Readings

Periodically, you will be referred to readings from journals and other sources.

c. Evaluation

1. Discussion Leadership.....	20%
2. Quiz.....	10%
3. Assessment Review and Role play	20%
4. Final Paper	35%
5. Final exam.....	15%

Total.....100%

5. DETAILED DESCRIPTION OF COURSE ASSIGNMENTS

Following is a detailed description of the assignments that **must** be completed in order to fulfill the requirements for successful completion of the course. There are **five requirements**:

a. Discussion Leadership and class participation (20%)

Beginning the week of **September 26th**, two or three students will be expected to lead **individual** discussions on **the topic for that week**. From the list of topics in the course schedule, each student will:

- i. **Select a journal article that is relevant to some aspect of the topic as it relates to a particular target group with whom you plan to work (School counseling candidates must focus on an issue and intervention geared towards schools.)**
- ii. Summarize (**1 page**) the purpose, method/s and results/findings discussed in the article
- iii. Identify one intervention/recommendation discussed by the author/s of the article
- iv. Discuss the relevance of this intervention/recommendation to a particular group that you are interested in working with in the future
- v. Invite feedback from the class by **posting 2 questions in the Discussion Board** related to the relevance of the recommendation for your chosen target group. In addition, **the discussion leader must respond periodically (at least 4 times) to students' postings**
- vi. **A one page overview (ii, iii, iv) of your article and the reference must be emailed to all students and the instructor the week before the discussion.**

THIS ACTIVITY MAY BE DEVELOPED FURTHER FOR YOUR FINAL PAPER

Class participation

The rest of the class is expected to participate in this discussion. I will co-facilitate. All students are expected to participate meaningfully in all of the forums. Since this class is online, flexibility is a major component and students have the option of choosing dates and times when they wish to log on. However, all students must participate in the forums each week.

b. Quiz (10%)

This quiz will be administered **online** and will consist of **25 multiple choice questions**.

The questions will cover content from Chapter 1-6.

This is a 50-minute quiz which will be **available from Sunday, October 10 to Saturday, October 16 at 11:00pm.**

c. Assessment Review and Role Play (20%)

Purpose:

To provide an opportunity to counsel a client in order to help him/her interpret and apply his/her code on the Self Directed Search.

Procedure:

This review will take place after you have completed **Unit 6 – Chapter 5 - Holland's theory of types** as well as the **Self Directed Search (SDS)***. **Choose a client/partner**

from among your classmates for the purpose of reviewing his/her SDS results. Each person will take turns in playing the part of counselor and client. In your audio-taped interview and written review,

CTC 31

you are expected to do the following:

- c. **Explain** your client's **SDS summary code** (What does it mean?)
- d. **Review** with your client a preliminary **list of congruent occupations** (Use the Occupations Finder -**you will get this with the SDS-** for this information).
- e. Ask your client to choose three occupations that interest him/her and have him/her **research these three occupations**. Use O'NET www.onetcenter.org or any other classification system (we will discuss some of these before you do the assignment) to get information on these occupations
- f. **Explain** to your client the **topics of differentiation, congruence, consistency and identity** as they relate to his/her summary code. (These concepts will be discussed in Holland's theory – Chapter Four - prior to completing the assignment)

The interview with your partner should last between 20-25 minutes and should be **audio-taped**. CTC 31

Do not turn in the audiotape

*** These materials (SDS) will be available at the CSER office (ED 350). I will send an email to let you know when they can be collected**

Instructions for completing and submitting

You are expected to submit:

- A **transcript** of the audio-taped interview (5%)
- A **written summary** (3-4 pages) of the meeting with your client (15%).
Note: the summary is not the transcript but rather the client's report using the headings listed above (a-d).
 - o Please mail or put transcript *and* summary in an envelope in the drop box outside my office (ED 443).

d. **Final Paper and Presentation** (35%)

In 6-8 pages:

- i. Clearly state a current career issue that interests you. **(MUST BE CAREER RELATED).**
 - ii. Identify a particular group to whom this issue is most relevant (**K-12/PPS students must address an issue that relates to the needs of elementary and high school students; Higher Education students must focus on the post-secondary population; MFT students can choose any of these populations or another that you are likely to encounter in your practice**).
- iii. Locate and read current literature (at least 3 different sources *and* within the past 6 years) that relates to your chosen topic.

A. Introduction

Give the background and rationale for your chosen issue and show how it is relevant to your target group. **(3 %)**

This would include:

- Briefly stating what has been said about your issue as it relates to your particular target group
- Briefly stating why you chose to research this issue and target group

B. Purpose, methods **(5%)**

Discuss three (3) studies that have been conducted on your issue as it relates to your chosen target group.

This would include:

- Stating the purpose of each study
- Discussing the method/s used in each study

C. Findings **(5%)**

Discuss the findings/results of each study

D. Recommendations **(5%)**

Discuss one recommendation made by the authors for each study

- What does/do the author/s recommend should be done to address the issue?

E. Application **(15%)**

Using one or all of the recommendations, develop a brief intervention that you would use in your practice to address the issue as it relates to your target group.

- Summarize (in paragraph form) the objectives and content of this workshop in this part of your paper. (See Appendix I for tips).

F. A list of **three** current references **(APA format) (2%)**

e. Final Exam **(15%)**

This exam will be administered **online** and will consist of **40 multiple choice questions**.

The questions will cover content from Chapter 7-15.

This is a 1.5 hour exam which will be **available from Friday, December 10 to Wednesday, December 15 at 11:00pm.**

6. REQUIRED STUDENT PARTICIPATION

a. Completing, Submitting and Returning Assignments

Completing

Where indicated, **use headings to divide sections.**

Typed (Times New Roman or Arial, font size 12), double-spaced, 1 inch margins, and edited for grammar and spelling. **I encourage you to seek guidance from the Learning Resource Center. There are also several writing courses offered by various departments across campus.** Refer to the *APA Publication Manual 6th edition* and to the APA website (check under External Links in Blackboard) for assistance in citing references.

Submitting

Students will submit assignments either by regular mail or place them in an envelope in the slots outside ED 443. **Keep copies of all assignments submitted.**

Returning

Assignments will be returned either by mail or left in a confidential and secure place in ED 420. If you want your assignments mailed to you, please provide a self-addressed stamped envelope.

Mailing address

b. Assigned Readings and Discussion Board

Course Content

One of the features of the course on Blackboard is that it allows students and instructor to engage in discussion on course content. Each week questions will be posted either by the instructor or by students or both. **All students** are expected to respond to these questions as you would in a regular class discussion. Although two or three students will be responsible for leading the discussion each week **beginning September 26th**, all students are encouraged to pose their own questions or thoughts about the topic covered that week.

Course Procedures

Students must use the Discussion Board for questions related to the general course procedures (submitting assignments, deadlines, role play activity or other course related concerns). In doing so, other students who have the same concerns can have access to the responses.

Students are advised to check the Discussion Board to see if their questions (content or procedures) have already been asked before posing their questions.

Students are expected to adhere to acceptable standards of communication expected as if in a regular class. The document, *Core Rules of Netiquette*, provides guidelines. Go to 'External Links' in Blackboard and click on the link: The Core Rules of Netiquette – <http://www.albion.com/netiquette/corerules.htm> for information regarding online communication (in this case, the Discussion Board)

The university policy regarding 'Disruptive Classroom Behavior also applies to use of the Discussion Board

c. Addressing Personal and Course Material questions

Personal

Questions of a personal nature **would be addressed during office hours or by email or voicemail. Office hours** are also available by appointment (see information for contacting the instructor on the first page of this syllabus). The instructor will respond to emails during on-campus office hours Tue. 2-7 pm, or by appointment. All **emergency concerns** should be sent **by voicemail**.

Course material

Questions regarding course material and requirements will be addressed in **Unit One** of the Discussion Board. The instructor will respond to all postings for the Discussion Leadership once a week on Tuesday evenings.

d. Participation

Regular participation is mandatory. This will be monitored through participation in discussion boards and group activities. If you fall behind or find that you are not doing as well as you expect on your assignments or any other aspect of your coursework, **please communicate with me** before it becomes a crisis.

Important!!

Be current with the readings.

7. POLICY STATEMENTS

a. Late Assignments

Assignments are due by 7:00pm on the Monday of the week the assignment is stated in the course schedule. **Late papers will automatically have the final score reduced by .5 level/grade (5 points) for each day that the assignment is late. No assignments will be accepted four days after the due date unless the instructor has been informed in advance of extenuating circumstances that may require assignments to be late.**

b. Grading Policy

The university criteria, as outlined in the **University Catalog** will be followed. Assignments will be graded according to the following scale:

Please pay particular attention to statements in bold italics

c. Grade	Criteria
A=90-100%	“Excellent. Performance of the student has demonstrated the highest level of competence, showing sustained superiority in meeting all stated objectives and responsibilities, and exhibiting a very high degree of intellectual initiative.” <i>In addition, writing is <u>free of technical and stylistic errors</u>.</i>
B=80-89%	“Very Good. Performance of the students has demonstrated a high level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a high degree of intellectual initiative.” <i>In addition, there are <u>some technical and stylistic errors and/or organizational problems</u>.</i>
C=70-79%	“Satisfactory. Performance of the student has demonstrated a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities, and comprehension of course content.” <i>In addition, there are <u>a number of difficulties with technical, stylistic errors and/or organizational problems</u>.</i>
D=60-69%	“Unsatisfactory. Performance of the student has been unsatisfactory, showing inadequacy in meeting basic course objectives, responsibilities, and comprehension of course content.” <i>In addition, there are <u>serious difficulties with technical and stylistic errors and/or organizational problems</u>.</i>
F=below 60%	Fails to meet course objectives. Work at this level does not meet requirements for credit.

Papers will be evaluated for content, effort, accuracy, and timeliness.

University Policies

Please click on the link and read very carefully

<http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements.doc>

Policy on the use of Electronic Devices in the Classroom

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the program has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on “silent mode” upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, twitter etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

Make up Policy for Planned and Unplanned Absences

In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and /or homework assignments. See grading policy in syllabus for additional information

8. APPENDIX I - Tips for the Application/Presentation Part of your Paper

Procedure:

In discussing your application/presentation you should cover the following:

- **Rationale**
Who is the target group and why is the intervention you chose necessary for this group?

Goal and Learning Objectives (BE REALISTIC)

- What is the **overall change** you want your clients to make?
State the objectives for your strategy (what **new knowledge, attitudes** and **skills** do you want your target group to have at the end of your intervention?).
- **Strategy to meet these objectives**
How will you help clients acquire the new knowledge, attitudes and skills in order to achieve the goal?
- **Evaluation of your intervention**
How would you know whether your intervention is working?

Instructions for completing and submitting the paper (see below)

You are expected to submit:

- 6-8 pages (not including your Power point presentation and references)
- Mail (**not email**) or place outside ED 443.

Also, refer to the document ‘Tips for writing the final paper’ which you will find by clicking on the Syllabus link in Blackboard

School’s Theme, Mission and Vision

Theme: **“Making a Difference in a Diverse Society: Leadership for a New Millennium.”**

Vision: The School of Education and Human Development is committed to developing the knowledge, skills and values for education leadership in a changing, diverse and technologically complex society.

Mission: The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.

Tentative Course Schedule

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is the student's responsibility to check on announcements (go to the Announcements page in BB) periodically.

Week of	Units	Topic	Reading/s or Assignment/s
8/22	1	Course Orientation, Syllabus, Introduction to Blackboard, Posting of Personal Information.	
8/29	2	Introduction to Career Development Theory Role of Assessment in Career Counseling. Diversity Issues. Ethical and Legal Issues	Ch. 1 Review ACA and NCDA Ethical Guidelines - External Links Personal homepage due by Mon. August 30
9/5	3	Trait and Factor Theory	Ch.2
9/12	4	Occupations: Information and Theory	Ch.3
9/19	5	Work Adjustment Theory	Ch.4
9/26	6	Holland's Theory of Types	Ch.5 Discussion leadership begins (20%)
10/3	7	Myers Briggs	Ch.6
10/10	8	Career Development in Childhood	Ch.7 Quiz (Chs.1-6) – online - 10%
10/17	9	Adolescent Career Development	Ch.8 Assessment Review (20%) Due Mon October 18
10/24	10	Late Adolescent and Adult Career Development	Ch.9
10/31	11	Adult Career Crises and Transitions	Ch. 10
11/7	12	Constructivist and Narrative Approaches to Career Development	Ch. 11
11/14	13	Relational Approaches to Career Development	Ch.12
11/21		THANKSGIVING RECESS	
11/28	14 15	Krumboltz's Social Learning Theory Social Cognitive Career Theory	Ch 13 Ch 14 Discussion leadership ends Major Paper (35%) Due Mon Nov. 29
12/5	16 17	Career Decision Making Approaches Theoretical Integration	Ch.15 CTI Ch. 16
12/12		FINAL EXAM WEEK	Exam (Chs.7-15) - online (15%)