COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Counselor Education

COURSE TITLE: Advanced Career Development and Counseling

COURSE NUMBER: CED 8080

CALL NUMBER: 26745

COURSE CREDIT: 3 Credit Hours

TERM/YEAR: Winter, 2015

DAY: Monday

TIME: 4:30 - 7:15 PM

COURSE LOCATION: 165 Education

INSTRUCTOR: George Parris, Ph.D., LPC, NCP, CCRC
Assistant Professor, Clinical License Professional Counselor
Certified Rehabilitation Counselor
Nationally Certified Psychologist
Certified Trauma Specialist
Senior Disability Analyst and Diplomate (ABDA)
311 College of Education
(313) 577-1619 Office
(519) 890-6167 Cell
gparris@wayne.edu

INSTRUCTOR SECRETARY: Lei Juan Stewart-Walker (313) 577-1613

CATALOG DESCRIPTION:

For advanced students in guidance and counseling and related areas. Current trends and changes in career guidance and career education and their implications for guidance and counseling programs. Consideration of related topics.

LEARNING OBJECTIVES:
This course is designed as a doctoral level seminar for students in the Ph.D. program in counseling and related programs. Students fulfilling all course requirements will be able to demonstrate knowledge and/or skills in:

1. The major historical and current theories for explaining career development across the life span, including the historical antecedents, underlying assumptions, basic concepts, and research evidence supporting the theoretical constructs.

2. To connect theoretical constructs to the practice of career counseling (e.g., implications for diagnosis, the counselors roles and functions, client responsibility, the counselor-client relationship, intervention strategies, procedures, tools, expected outcomes, etc.)

3. To understand the significance and integration of work and career in the lives of individuals and families.

4. To understand the psychological processes involved in adjusting to career change and to recognize major characteristics involve in career life planning (such as age, gender, education, socialization, work ethic, etc.) that are likely to impact career development.

5. To expand our understanding and knowledge of circumstances of persons from different cultural backgrounds, women, individuals with disabilities, gays, and lesbians experience when negotiating their career paths.

6. Understanding and interpreting and applying legal requirements and ethical codes related to the practice of career counseling.

7. To understand how to select career instruments and apply them to career counseling in assisting clients in understanding their strengths and limitations, as well as applying the results to the counseling process.

8. Understand, administer, interpret and critique common career assessment instruments, such as the Myers Briggs, Self-Directed Search, etc.

9. To enumerate the ways that careers, families, and close relationships are affected by each other.

10. To know how counseling and psychotherapy skills are relevant to career counseling.

11. To understand the critical issues in designing and implementing career development in schools (elementary, middle, high school) or other educational settings.

**REQUIRED READINGS:**


RECOMMEND TEXT:


Videos of Actual Career Counseling Sessions

Five Different Career Counseling Sessions:
1. Angela: High School to College Transition
2. Bud: Finding a job - Employment Counseling
4. Jeff: College Student Facing Career Choice
5. Val: End of Career Because of Disability - Career Transition


COURSE FORMAT:

This course format will involve some in class lectures and assessment practice; however, a large portion of the class will take place on line, through Blackboard with a format known as ProfCast, as such, it is learner centered. This means that: a) all assigned readings must be completed prior to each class session, b) all class sessions must be attended in its entirety, and c) complete all assigned activities on time. In order to have access to ProfCast, your will need to access Blackboard in order to download the audio portion of the lectures. All power point materials will be located in a folder named POWERPOINT LECTURES. All on-line lectures will be located in a folder name PROFCAST LECTURES. You will need to download Quick Time Media Player to your computer in order to have access to the ProfCast lectures.

COURSE REQUIREMENTS:

1. The course is designed to allow you to further develop your skills as a scientist-practitioner. Some of you have as your professional goal being a faculty member some day. As such it is important that you develop your skills as a teacher, researcher and practitioner. The first requirement focuses on understanding theory and applying theory to cases (a practice and scholarship focus). The second requirement focuses on your skill development as a researcher and scholar. The third requirement focuses on your development as a teacher and scholar. It is hoped that these requirements will enhance your skills and abilities in the areas of teaching, research and practice. It is expected that all assigned readings must be completed prior to each class session, and all class sessions must be attended in its entirety.

2. PERSONAL CAREER DEVELOPMENT PORTFOLIO: The primary goal of this course is to assist you with building your confidence in offering career counseling assistance to clients. It is important for you to understand how biographical data can influence the decision making process, how to administer and interpret various career inventories, how to analyze results among varying assessments, and how the above information can be used to create a map for future planning for your clients. For this assignment you will find a client who can benefit from the information. The portfolio has been divided into seven sections.
Part I: Intake/Social and Vocational History: In this section you will introduce the client presenting biographical data, individual educational and vocational history and background and vocational and avocational interests. Include information that will help you answer the following questions: What does career mean for this person? What are some values and ideas this individual has about work and where might those ideas and values come from? What is the individual’s ideal job or “vocational fantasy?” What are some roadblocks the client could encounter in making a decision about a career? How does the client characterize his/her decision making style? What theoretical approach might you use in working with this client?

Part II, Family/Career Genogram: Diagram the client’s family vocational history going back two generations if possible. After diagramming the client’s history, write a brief paper covering themes that emerge as well as what some family values around career and the world of work appear to be. Speculate on how this may have influenced and continues to influence the client.

Part III, Work Values and Summary: After completing the work values inventory, identifying the client’s (your) top five values and define what they mean to the client. Complete a 2 page analysis of the results, which should include how the results support and/or contradict information from Parts 1 and 2 as well as what has been clarified as a result.

Part IV, Interests and Summary: After completing the Self Directed Search or the COPES, complete a 2 page paper analyzing the results. The paper should include how the results support and/or contradict information from Parts 1 and 2 as well as what has been clarified as a result.

Part V, MBTI and Summary: After completing the MBTI, complete the results along with a 2 page paper analyzing the results. The paper should include how the results support and/or contradict information from Parts 1 and 2 as well as what has been clarified as a result.

Part VI, Plan of Action and Recommendations: Pulling the results of parts 1-5 together, devise a plan of action for the client as well as recommendations. Include in your analysis any unanswered questions or lingering concerns you may have as well as potential roadblocks the client may encounter in professional life. Include areas of strength that can serve the client in the future. This paper should be approximately 3-5 pages.

Part VII, Personal Reflection: React to what you have learned about the client. What surprises if any did you encounter in this process? What were you able to confirm about the person’s career plan? What unanswered questions do you have? What did you think of the assessments you used? Can you see yourself using them with other clients? If not what assessments or methods will you use to elicit the same information? This should be no more than 3-5 pages.

Contribution to grade: 30%
Date Due: March 9, 2015

RESEARCH PAPER: Each student will be provided with a topic for your paper, spend some time reviewing the major journals in the field (Journal of Vocational Behavior, The Career Development Quarterly, Journal of Counseling Psychology, The Counseling Psychologist, The Journal of Counseling and Development, etc.). The paper should draw on both the theoretical and
the empirical literature. Your paper will be a literature review on a career topic or the
development of new conceptual or theoretical framework for understanding an aspect of career
behavior. The paper must be written based on the guidelines provided in the APA Publication
Manual (6th edition) and should be approximately the length of a publishable article in the
journal of your choice or a book chapter (15 - 25 pages in length excluding references). Each
paper should include a minimum of 20 references. All papers must include an abstract,
introduction, and implications for career counseling.

Due Date: April 13, 2015
Research Paper Contribution to grade: 50%

4. GROUP PRESENTATION: You will form groups of 2 and will present and lead a class
discussion on the topic of your choice. We will discuss possible topics for presentations. Please
form your groups and clear your topic with the instructor by January 26th in order to avoid
duplication.

Presentation Format:

Each group will prepare an outline of their presentation, which will include a bibliography. Copies of this outline should be made for each class member. Groups are strongly encouraged to bring in other supporting material as well.

Contribution to grade: 20%
Dates: April 13 & 20, 2015

EVALUATION & GRADING:

Final grade will be derived from a composite of the major requirements above. The following grades will be awarded for points accumulated:

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<th>Letter Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<td>A -</td>
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<td>B +</td>
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<td>B</td>
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<td>C +</td>
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Below 70 is a failing grade

CLASS SCHEDULE:

01/12/15 Introduction and Overview  Handouts
Review Syllabus & Course Requirements
Relationship among Theory, Research and Practice
Strategies for Evaluating Theory
The Role of Work in People Lives
Relationship between Pathology and Career Counseling

01/19/15  MLK Holiday

01/26/15  Established and Emerging Theories of Career Development
- Role of Theory in Assessment
- Super’s Lifespan perspective in Career Development
- John Holland’s Theory and the Self Directed Search
- Recent Theories of Career Development

Handouts

02/02/15  PROFCAST LECTURE
- Career Development with Diverse Populations
- Culturally Appropriate Career Counseling
- Social Justice & Career Development

Handouts

02/09/15  PROFCAST LECTURE
- Assessment in Career Development
  - Self-Directed Search
  - Myers Briggs
  - Strong Interest Inventory

Handouts

02/16/15  PROFCAST LECTURE
- The Role of Career Information in Career Development
- The Functions of Career Information

Handouts

02/23/15  PROFCAST LECTURE
- Career Counseling Strategies and Techniques

Handouts

03/02/15  PROFCAST LECTURE
Career Development in Elementary, Middle, & High School
- Helping Students Assess and Choose Colleges
- Transitioning from High School to College

Handouts

03/09/15  Assessment and Occupational Information
- Assessment of Interests
- Assessment of Needs and Values
- Assessment of Abilities
- Assessment with Culturally Diverse Individuals

Handouts

03/16/15  SPRING RECESS

03/23/15  RESEARCH / LIBRARY WORK

03/30/15  PROFCAST LECTURE
Career Development in Colleges and Organizations
Schools, Business & Industry,
Colleges & Universities

Current Trends and Issues in Vocational Psychology

Designing, Implementing, and Evaluating Career Development Programs

04/06/15 RESEARCH / LIBRARY WORK
04/13/15 PRESENTATIONS
04/20/15 PRESENTATIONS
04/27/15 Course Wrap-up
Course Evaluations

ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with
Student Disability Services (SDS) for coordination of your academic accommodations. The Student
Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the
Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-
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3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

ATTENDANCE POLICY:

All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behaviour that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behaviour and if further problems are noted the student’s grade will be lowered by one letter.

STATEMENT OF PROFESSIONALISM:

“The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation Counseling Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate at all times.

Active participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers.

Professional dress, behavior, and language are required at all times.

Please put all electronic devices on vibrate or turn off during class and when in your assigned school.

The Student Code of Conduct can be viewed at:

http://www.doso.wayne.edu/codeofconduct.pdf
ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS:

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the right to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

Plagiarism is a serious violation of academic integrity. To prevent plagiarizing someone else’s work, credit for words and ideas must always be given both in text and in the reference pages. Quotation marks are used to indicate another person’s exact words. Paraphrasing is summarizing a passage or taking the ideas of the sentences and constructing a new sentence in your own words. The original sentence must be substantially altered for it to be your work and citing the source is still necessary because you took the idea from another source. *Plagiarism is academic misconduct and may result, at minimum, in a failing grade on the assignment or in the course. Further disciplinary action may result per university policy.*

Although I do not expect that this will be a problem, any student caught cheating can expect, at minimum, serious penalties. Such penalties may include failure of the course. Further disciplinary action may result per university policy.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.
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3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)

The College of Education’s grade appeal policy is available at:

http://coe.wayne.edu/current/grade-appeal.php

RELIGIOUS OBSERVANCES POLICY:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

ELECTRONIC MAIL AND BLACKBOARD:

Throughout the semester, course documents will be posted on the Blackboard system. Students will be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check the Blackboard system and your email routinely to obtain class updates, schedule changes, and assignments changes. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings.

NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "People who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying
"person" or "individual" before describing the disability. For example, say, "Persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person ability, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: "afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had________", "the person has experienced____________", or a person with________".

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.

RELEVANT JOURNALS:

Career Development Quarterly
Career Education Digest
Journal of Career Development
Journal of Career Assessment
Journal of Counseling Psychology
Journal of Vocational Behavior
Journal of Applied Psychology
PHILOSOPHY OF TEACHING AND LEARNING

I envisioned an active and engaging discussion that wrestles with the concepts associated with each of the theories, the degree of research support, and the applicability of the theory to our work with a diverse set of clients. I expect discussions that suggest a thorough reading of the assigned chapters. In addition, students should be seeking out additional and original sources. This will not happen for everyone on every assigned topic that is covered, but some topics should inspire a trip to the library, an urge to learn more in order to become competent on the subject matter.

I believe in the importance of active and involved learning. The more you engage with the course
material, the wealth of resources available, the instructor, and fellow students, the more meaningful and sustaining will be your knowledge and understanding of career development theories and career counseling. My goal is to create opportunities for active engagement and learning of the materials. Doctoral level seminars, in contrast to lecture formats, require you to be involved in creating and sustaining the learning environment.