COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Counselor Education

COURSE NUMBER: CED 7080

COURSE TITLE: Career Development and Counseling

COURSE CREDIT: Three (3) Credit Hours

CALL NUMBER: 21297

TERM/YEAR: Winter 2014

COURSE LOCATION: On line – Web based

1339 Faculty Administration Building [FAB] first class and orientation – Thursday January 9th
[This is the building just west of the College of Education]

DAYS: Tuesday 4:30 – 7:00 p.m. [only once] January 9th
January 6 – April 29, 2014

INSTRUCTOR: Stuart G. Itzkowitz, PhD
Licensed Professional Counselor (LPC)
Licensed Psychologist (LP)
327 College of Education
(313) 577-1659 office

E-MAIL: S.ITZKOWITZ@WAYNE.EDU

OFFICE HOURS: Monday normally 2:00 – 4:00 p.m.
Wednesday 2:30 – 5:00 (depends on meetings)
By appointment on Detroit campus [contact me directly]
Almost always available by e-mail

CAREER SERVICES: Nannette McCleary, M.A., LPC
UNIVERSITY COUNSELOR
(313) 577 – 3390 nmccleary@wayne.edu
http://www.careerservices.wayne.edu

SECRETARY: Lei Juan Stewart-Walker
(313) 577-1613 Counselor Education
E-mail: ab2628@wayne.edu
COURSE DESCRIPTION (from Wayne State University Graduate Bulletin):
Career development theories, career exploration and career preparation methods including: information, leisure, decision-making, career-related assessment, use of non-traditional resources and computer-assisted guidance systems, use of occupational information and labor market surveys in career counseling, work adjustment training, and strategies/skills for adapting vocational and educational resources for use in rehabilitation, schools, business, and community agency settings.

COURSE OUTCOMES:
The course is designed to provide students with an overview of the major career theories, the world of work, and the career development process. Additionally, students will be introduced to the application of career assessment procedures used to assist individuals in career transition, schools, business and industries.

Students fulfilling all course requirements will be able to demonstrate knowledge and/or skills in:
1. The history, terminology, and competencies of career guidance and counseling.
2. Describe the labor force and occupational structure, and gain a greater understanding of the sociology of work.
3. Develop a practical knowledge and an understanding of the various theories and applications of career development, decision-making, and career counseling.
4. Become proficient in locating, evaluating and using career information systems and information resources.
5. Understand the psychological processes involved in adjusting to career change, unemployment; and recognize major characteristics involve in career life planning (such as age, culture, education, socialization, work ethic, etc.) that are likely to impact career development.
6. Recognize the ways in which gender, culture/ethnicity, age, disability and other personal characteristics influence the assessment process and career choice.
7. Selecting and utilizing assessment instruments.
8. Applying career development theory and research to career counseling practice in a variety of settings including schools and agencies.
9. Acquire an understanding of various psychological, sociological, environmental, educational, political, economic, cultural, racial and urban related factors relevant to career development and counseling.
REGISTRATION DATES

Registration for Spring 2014: starts February 3rd
Registration for Fall 2014: starts March 24th
Academic Calendar: http://reg.wayne.edu/students/calendar14-15.php

Important Reminder:
It is your responsibility to pay attention to the registration schedule, tuition, fees, etc. Also, remember to officially drop or add any classes.
Keep hard copies of all transactions.

REQUIRED TEXT:


RECOMMENDED TEXTS (optional):


ON LINE RESOURCES:

http://wps.prenhall.com/chet_niles_career_2/ or http://wps.prenhall.com/niles

SELECTED REFERENCES


CLASS REQUIREMENTS/ASSIGNMENTS:

1. **Participation:** Because this will be an on-line course, face-to-face participation can not be a factor. Nonetheless, students are expected to read appropriate chapters, listen to all PowerPoint lectures, and complete all assignments in a timely and satisfactory manner. Students with questions and concerns are encouraged to communicate with the instructor via e-mail, telephone, and the “old fashioned” face-to-face. [See syllabus for regular appointments and availability].

2. **Quizzes:** Based on the PowerPoint lectures, fourteen brief quizzes will be posted on Blackboard. They will be available for about ten days at a time. Each one is worth a maximum of ten points.
   - The “demo” quiz is a sample and is not counted towards the total points.
   - Chapter 3 is a bonus quiz.
   - For chapters 10, 11, 12, and 13 you must choose one quiz only.

**NOTE:** The quizzes are automatically computer graded. If you believe you deserve more points, please e-mail Dr. Itzkowitz.

**Contribution to grade: 100 points**
**Due as assigned (normally weekly).**
**Announcements on Blackboard when they are posted.**
**Look under the THIS WEEK button.**

3. **Personal Career Paper:** To be posted on Blackboard for class sharing.
   [You can opt out if you wish and send it directly to me].
   
   This paper, since it is personal, may be subjective and does not need references. It does not have to conform to APA format, but must use correct grammar and spelling. A title page, running header, and pagination are also required. It should be in a narrative format.

   “Interview” yourself and obtain the following information:

   **A. Personal Data**
   a. Name, age, race/ethnicity, gender
   b. Occupation of members of your family of origin
   c. When you were a child, what did you want to be when you grew up?
   d. Educational history
   e. Any previous career counseling? Any prior assessments?
   f. Presenting issue (this may be a current vocational issues or reflect previous concerns)
B. Employment History
   a. Chronology of jobs and approximate dates of employment
   b. How each job was located
   c. Reactions to job (likes, dislikes, overall satisfaction)
   d. Why did you leave this job?
   e. Work behaviors you valued most in yourself & others
   f. Special skills or training
   g. In hindsight, what exerted the greatest influence on your career decisions?

   [You may wish to include a summary table as part of the “chronology of jobs.”
   Our class Blackboard site has one template available under Course Documents].

C. Occupational Goals (suggested)
   a. What are some goals? Aspirations? Dreams?
   b. What are some perceived or actual barriers?
   c. What vocational concerns do you have?

Contribution to grade: 20 points
Due January 23rd

4. Outside Assignment/Self-Assessment: You will be able to do part of this on line using
   your “token.” [The token will be given to you on the first class by Nannette McCleary].
   If you have not received the Career Cruising “password,” contact Ms. McCleary
directly. [Phone: 313) 577 – 3390; E-MAIL: nmccleary@wayne.edu]
   • Explore the CAREER CRUISING program by yourself.
   • You will also do a self-assessment using both the SELF-DIRECTED SEARCH
     [“THE SDS”] (self-scored and interpreted) and the STRONG-CAMPBELL
     INTEREST INVENTORY [“THE STRONG”].
     • The test pack will be available in the Counseling Testing Room [room 309, College of
       Education] or the Counseling Center, room 306 and will include both the SDS and the
     Strong.
     • Bring the completed Strong to the Counseling Testing Room (or the Counseling
       Center, room 306). It takes at least four weeks until the results are returned —please
       turn in all tests by as soon as possible. To interpret the results, you may also use the
       manual that will be available in the Counseling Library.
• Write a short paper [two-three pages] on your experiences with these assessments.
• Include any self-learning as well and indicate if you have a preferred instrument (& why).
• This paper may be posted on Blackboard or e-mailed to the instructor.
• For full credit, you must compare the results of all three assessments: Career Cruising, Self-Directed Search, and Strong-Campbell.

Contribution to grade: 20 points

Due March 27th (or after you have received the results).

5. Case Study Interview [Career Interview Paper]:
May be posted on Blackboard for class sharing.
You are to find an individual. This person can be a friend, a family member, someone you work with, or someone you don’t know. This person must be someone who has a work history. Therefore, I strongly suggest that this individual be at least thirty years old. However, if your passion is working with high school students, you may interview a high school student.

Find out this person’s work history [can be similar format to your own Personal Career Paper]. As well as parts A and B used in the Personal Career Paper, you must explore Part C (Occupational Goals).

In addition, you must write a short (one-two pages) summary with your recommendations for your interview subject. [You may wish to share this with him or her].
This paper must be posted to the instructor on Blackboard.

Contribution to grade: 20 points
Due April 3rd

6 Presentation:

Students can form presentation group of up to three members each or do a presentation by themselves. Each group will be responsible for developing a comprehensive presentation which will complement or supplement the material in the text on career counseling in a particular setting or with a specific group (i.e., high schools, universities, men, women, LGBT individuals, displaced homemakers, people of color, individuals with disabilities, etc.) You should choose a topic that interests you, but not one you about which already very knowledgeable.
Each presentation should cover:

a. Characteristics and career needs/issues of these clients in this setting or members of this population. What are some unique issues for these clients? What are some commonalities?

b. How would you work with such clients? How might you learn more about such clients and their needs and characteristics? [Web links are often helpful].

c. What career interventions (services, activities etc.) might be adopted for such clients? How might you make such clients feel comfortable with you? What are some ways to develop rapport? Are some assessments more appropriate than others are?

d. It is assumed that group members will work together cooperatively and presentations/PowerPoint slides will be coordinated. Moreover, creativity is strongly encouraged. Web links are often helpful

e. The presentation is to be posted on Blackboard so students may critique one another’s product. [Peer Review — see below]

f. Make sure your presentation includes a minimum of five (5) references — using correct APA style. These should be cited correctly in the reference list using APA style as well. It is suggested that not all citations are web based. Also, some links to resources as part of the PowerPoint are recommended.

Feel free to contact the instructor with any questions.

**Contribution to grade: 50 points**

**Presentations are due no later than April 17**

7. **Peer Review:** You should review at least two presentations.
You must submit two peer reviews. You may e-mail your peer review to me or post it on Blackboard.
The peer review assignment is worth 5 points.
Details are available on Blackboard under Course Documents.

**Contribution to grade: 5 points**

**Peer Reviews are due no later than April 24**
8. **O*NET Assignment:** Details are available on Blackboard under **Course Documents.** The assignment requires a visit to the O*NET website and a **short** written assignment which is to be sent to the instructor via Blackboard or e-mail. It will also be under **Announcements** as well.

**Contribution to grade: 5 points**
**Due April 10th**

**CLASS POLICIES:**

**MESSAGES:**
The instructor may be reached through e-mail [suggested] or voice mail. Messages may also be left with one of the secretaries.

**LATE ASSIGNMENTS:**
Assignments are due as scheduled unless the instructor is informed and arrangements made with him.

**INCOMPLETES:**
Incomplete grades will only be given under extreme circumstances and require prior discussion with the instructor. They **must** be completed within a year. Incompletes become “F” if not completed.

**PLAGIARISM:**

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.
## CLASS SCHEDULE
(Subject to revision)

<table>
<thead>
<tr>
<th>“Session”</th>
<th>Date*</th>
<th>Topics</th>
<th>Reading*</th>
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<tbody>
<tr>
<td>1</td>
<td>1/9</td>
<td><strong>FACE TO FACE – Room 1339 FAB</strong></td>
<td>Syllabus</td>
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<tr>
<td></td>
<td></td>
<td>Course Introduction and Overview</td>
<td>Niles, S. &amp; Harris-Bowlsbey **, Chapter 1</td>
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<tr>
<td></td>
<td></td>
<td>Review Syllabus and Course Requirements</td>
<td></td>
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<td></td>
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<td>Getting acquainted</td>
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<td><strong>Outside Speaker: Nannette McCleary</strong></td>
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<tr>
<td>2</td>
<td>1/16</td>
<td>Introduction to Career Development Interventions</td>
<td>Niles, S. &amp; Harris-Bowlsbey *, Chapter 1</td>
</tr>
<tr>
<td>3</td>
<td>1/23</td>
<td>Understanding and Applying Theories of Career Development</td>
<td>Niles, S. &amp; Harris-Bowlsbey *, Chapter 2</td>
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<td><strong>Personal Career Paper - Due January 23rd</strong></td>
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<tr>
<td>4</td>
<td>1/30</td>
<td>Understanding and Applying Recent Theories of Career Development</td>
<td>Niles, S. &amp; Harris-Bowlsbey *, Chapter 3</td>
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<td>5</td>
<td>2/6</td>
<td>Providing Culturally Competent Career Development Interventions</td>
<td>Niles, S. &amp; Harris-Bowlsbey *, Chapter 4</td>
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<td>6</td>
<td>2/13</td>
<td>Assessment and Career Planning</td>
<td>Niles, S. &amp; Harris-Bowlsbey *, Chapter 5</td>
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<td>7</td>
<td>2/20</td>
<td>Career Information and Resources</td>
<td>Niles, S. &amp; Harris-Bowlsbey *, Chapter 6</td>
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<tr>
<td>8</td>
<td>2/27</td>
<td>Using Technology to Support Career Counseling and Planning</td>
<td>Niles, S. &amp; Harris-Bowlsbey *, Chapter 7</td>
</tr>
<tr>
<td>9</td>
<td>3/6</td>
<td>Career Counseling Strategies &amp; Techniques for the 21st Century</td>
<td>Niles, S. &amp; Harris-Bowlsbey *, Chapter 8</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Assignment Description</td>
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| 11   | 3/27 – 4/3  | Career Development Interventions in the Elementary, Middle and High Schools *Outside Assignment — Due March 27th*  
Career Interview Paper - Due April 3rd | Niles, S. & Harris-Bowlsbey*, Chapters 10 & 11 |
| 12   | 3/27 – 4/3  | Career Development Interventions in Higher Education                                     | Niles, S. & Harris-Bowlsbey*, Chapter 12 |
| 13   | 3/27 – 4/3  | Career Development Interventions in Community Settings                                  | Niles, S. & Harris-Bowlsbey*, Chapter 13 |
| 14   | 4/10        | Ethical Issues in Career Development Interventions *O*NET Assignment - Due April 10th    | Niles, S. & Harris-Bowlsbey*, Chapter 14 |
| 15   | 4/17 – 4/24 | Presentations are due no later than April 17th  
Peer Reviews are due no later than April 24th  
STUDENT EVALUATION OF TEACHING VIA INTERNET |        |

*this is the general sequence of the content, but since it’s on-line, dates are less relevant

**source of PowerPoints and quizzes:

GRADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>WEEKLY QUIZZES</td>
<td>100 pts.</td>
</tr>
<tr>
<td>B</td>
<td>PERSONAL CAREER PAPER</td>
<td>20 pts.</td>
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<tr>
<td>C</td>
<td>SELF-ASSESSMENT</td>
<td>20 pts.</td>
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<tr>
<td>D</td>
<td>CASE STUDY/INTERVIEW</td>
<td>20 pts.</td>
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<tr>
<td>E</td>
<td>PRESENTATION</td>
<td>50 pts.</td>
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<tr>
<td>F</td>
<td>PEER REVIEW</td>
<td>5 pts.</td>
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<td>G</td>
<td>O*NET</td>
<td>5 pts.</td>
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</table>

Final grade will be based on the major requirements above.

EVALUATION and GRADING:

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>210 - 220</td>
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<tr>
<td>A -</td>
<td>198 - 209</td>
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<tr>
<td>B +</td>
<td>190 - 197</td>
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<tr>
<td>B</td>
<td>182 - 189</td>
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<tr>
<td>B -</td>
<td>175 - 181</td>
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<tr>
<td>C +</td>
<td>165 - 174</td>
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<tr>
<td>C</td>
<td>154 - 164</td>
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</table>

Below C is a failing grade (below graduate standards).

ACADEMIC DISHONESTY:

No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, you should read the Undergraduate and Undergraduate Bulletins found at [http://www.bulletins.wayne.edu/](http://www.bulletins.wayne.edu/). The Student Due Process Policy at [http://students.slis.wayne.edu/policies/index.php](http://students.slis.wayne.edu/policies/index.php) and any other formal documents that are created for students at WSU found through [www.wayne.edu](http://www.wayne.edu). You will be asked to sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.
ENROLLMENT/ WITHDRAWAL POLICY:
Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  o WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  o WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

RELIGIOUS OBSERVANCE 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.
ATTENTION STUDENTS WITH DISABILITIES

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of this course.

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All printed materials are available in alternative formats. Please request alternative format materials from the instructor of this course.

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 313-577-3365 (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.

GUIDELINES FROM THE NRA

NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. 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 a person’s abilities, such as: “uses a wheelchair or braces” rather than “ confined to a wheelchair,” since a 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 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.