DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Counselor Education
COURSE TITLE: Career Development and Counseling
COURSE NUMBER: CED 7080
CALL NUMBER: 19569
COURSE CREDIT: 3 Credit Hours
TERM/YEAR: Fall, 2014
DAY: Thursday
TIME: 5:00 - 7:45 PM.
COURSE LOCATION: 235 STAT
INSTRUCTOR: George P. Parris, Assistant Professor
License Professional Counselor (LPC)
Certified Rehabilitation Counselor (CCRC)
Nationally Certified Psychologist (NCP)
Senior Disability Analyst and Diplomate (ABDA)
311 College of Education
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Office Hours: Tuesday 3:00 – 5:00 PM
Friday 3:30 – 5:00 PM
Or by Appointment
INSTRUCTOR SECRETARY: Lei Juan Stuart-Walker 577-1613

CATALOG DESCRIPTION:
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 OBJECTIVES:

The course covers theories of vocational development, career education, career development, and the significance of the world of work in the lives of individuals. Career Counseling and Career Development are specialty areas that set apart the field of counseling and psychology from other mental health professions. Career development theory and career counseling assist individuals in finding economic empowerment and a sense of meaning through the world of work. Because work and career provide a sense of purpose, empowerment and meaning, career counseling can play a critical role in the mental health of individuals, their families and society. Thus, the strategies related to career exploration, career-related assessment, application of career development materials, exploration of gender and cultural issues that may affect the career development of individuals in our society are emphasized.

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 counselor and psychologist roles and functions, client responsibility, the counselor/psychologist-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. Applying career development theory and research to career counseling practice in a variety of settings including schools and agencies.

REQUIRED TEXTS:
COURSE REQUIREMENTS:

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, you will need to access Blackboard in order to download the audio portion of the lectures. **You will need to download Quick Time Media Player to your computer in order to have access to the ProfCast lectures.**

1. **YOUR CAREER SOCIALIZATION:** Write a 5 to 6 page paper on your own career socialization/development. What factors, influences, and events have shaped your own career development? This paper should capture a personal and career analysis of your life from the values, attitudes, and behaviors that you have developed up to this point in your life. What specific factors (Complete the Career Factor Checklist), people, and events make your career development different from any other person? For example, how has your career development been differentially affected by 1) your early childhood experiences, 2) your parent or family values, 3) societal influences in schools, the media, and the overall values of the American culture, 4) your personality, 5) socioeconomic, race, class, ethnic, and religious factors, 6) chance factors, 7) specific event or transitions in your life, and 8) Psychosocial, emotional, and psychological barriers/problems. The content of the paper is your knowledge about how you have been socialized. Personal reflection, discussions with others, and a conscious awareness of your past and present are prerequisites for completing this assignment. This paper requires considerable thought. Papers should be written according the **American Psychological Association**, 6th edition manual. Please include a complete reference of sources cited.

**Contribution to grade: 20%**

**Date Due:** October 2, 2014

2. **ASSESSMENTS:** To assist you in becoming proficient in the use of career development instruments, and to integrate the career development theories, we will complete the following assessments: Self Directed Search, Strong-Campbell Interest Inventory (The Strong), and the Myers Briggs Type Indicator. You will write a brief paper (2 pages maximum) on each assessment on the summary of your results by addressing the following: a) What were your results in terms of your codes (Holland, etc.)? b) Do the results assist you in understanding your own personality make up and its relationship to your career development? c) What Holland types do you predict your parents would have? d) What impact do you see these instruments having on
client’s self–perception, career planning, career exploration and the decision making process.

Contribution to grade: 30%
Date Due: November 20, 2014

3. GROUP PRESENTATION AND PAPER: You will form groups of 3 and will present and lead a class discussion on a career topic in a particular setting or with a specific group (i.e., high schools, universities, men, women, LGBT individuals, displaced homemakers, people from specific ethnic/cultural group, individuals with disabilities, etc.). Choose a topic that interests you and that you can learn about and integrate into your work with clients. In addition, each group will complete an 8 maximum page research paper to be submitted on October 30th as part of the requirements. A minimum of 10 references are required. All papers must be written according to the American Psychological Association, 6th edition manual. Papers that do not adhere to this format will be graded down.

Each presentation should cover the following:

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?

c. What career interventions 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?

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 materials as well.

Contribution to grade: 25%
Dates: October 30 & November 6, 2014

4. FINAL EXAM: On Line Examination

Contribution to grade: 25%
Date: December 11, 2014

EVALUATION & GRADING:

Final grade will be derived from a composite of the major requirements above. The following grades will be awarded for points accumulated:
Letter Grade | Points
---|---
A | 95-100
A - | 90-94
B + | 87-89
B | 84-86
B - | 80-83
C + | 75-79
C | 70-74

Below 70 is a failing grade

CLASS SCHEDULE:

9/04/14
Introduction and Overview
Review Syllabus & Course Requirements
Introduction to career Development & Career Psychology
The Role of Work in People Lives

9/11/14
**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
- Self-Directed Search Assessment

9/18/14
**PROFCAST LECTURE**
- Career Development with Diverse Populations
- Culturally Appropriate Career Counseling
- Social Justice & Career Development

9/25/14
**PROFCAST LECTURE**
- Assessment in Career Development
  - Self-Directed Search
  - Myers Briggs
  - Strong Interest Inventory

10/02/14
**PROFCAST LECTURE**
- The Role of Career Information in Career Development
- The Functions of Career Information

10/09/14
**PROFCAST LECTURE**
- Career Counseling Strategies and Techniques

10/16/14
Designing, Implementing, & Evaluating Career Development Programs
Technology to Support Career Counseling
10/23/14  PROFCAST LECTURE
Career Development in Elementary, Middle, & High School
   • Helping Students Assess and Choose Colleges
   • Transitioning from High School to College

10/30/14  GROUP PRESENTATIONS

11/06/14  GROUP PRESENTATIONS CONT’D

11/13/14  PROFCAST LECTURE
   • Career Counseling with Unemployed Individuals

11/20/14  Career Development in Higher Education and Community Settings

11/27/14  HAPPY THANKSGIVING HOLIDAY

12/04/14  Ethical Issues in Career Development and Counseling
Course Summary, Wrap Up
Course Evaluations

12/11/14  FINAL EXAM
On Line Examination

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 in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use 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.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a different day than the rest of the class.

**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](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 aright 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.

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.
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 mutually agreeable alternative arrangements may be worked out.

SELECTED REFERENCES


**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

Journal of Counseling and Development

Measurement and Evaluation in Counseling and Development

Rehabilitation Counseling Bulletin

The Counseling Psychologist

The Journal of Rehabilitation