University of Rochester
Warner Graduate School of Education
Department of Counseling and Human Development

SYLLABUS

EDU 454: CAREER COUNSELING AND DEVELOPMENT

Spring Session – 2013

January 17 – April 25, 2013
Thursdays 4:50 – 7:25

Instructor: Dr. Bonnie J. Rubenstein
Phone: 275-5163
Office: LeChase 493 or by appointment
Email: brubenstein@warner.rochester.edu

Course Description

This course provides an overview of the career counseling and development field, including career development theories and decision-making models; career development program planning, organization and services; career education practices; career counseling materials, processes, and techniques; and computer-assisted career guidance systems.

Course Objectives All inserts in italics refer to CACREP Professional Standards

1. To become aware of the evolution of career counseling and development, including:
   - The history of career counseling
   - Information on the changing nature of careers (II G.4b)
   - Professional associations for career counseling and development

2. To help counselors develop their own theory of career development, a process which includes:
   - Exposure to career development theories and decision-making models (IIIG.4a)
   - Understanding of identity formation and how it influences career development

3. To understand the dynamics of information and decision-making processes, and to apply those understandings both to career self-development and to the counseling process, including an understanding of:
   - The influence of diversity (e.g., ethnicity, language, gender, spirituality) on individuals’ decision-making processes.
• One’s own biases that affect one’s ability to work effectively with people of diverse backgrounds
• The specific characteristics needed to help others with their career decisions
• The role that family and other factors play in people’s career decisions, along with a knowledge of how these factors may impede or assist individuals in gaining access to educational and occupational opportunities (IIIG.4d)

4. To gain experience with assessment instruments and models that are used in career planning, including an understanding of:
   • How to help others to recognize their personal competencies that are transferable to the workplace (IIIG.4f)
   • How to use these instruments to evaluate people’s career choices (IIIG.4f)
   • The role that gender, age, ethnicity, etc. play in assessing and evaluating individuals (IIIG.4g)

5. To develop specific strategies for career and educational planning, placement, and follow-up, including knowledge of:
   • The use of technology in career counseling (i.e., CareerZone, MyRoad, Discover, World-Wide Web) (IIIG.4e)
   • Current national and local career trends (Workforce 2010, O’Net listings) (IIIG.4b)
   • National, State models of comprehensive career development programs ((IIIG.4c)
   • Resources for individuals from diverse backgrounds (IIIG.4d)

6. To understand how the entire community support system (i.e., family, teachers, counselors, employers) must cooperate in order to foster career development in individuals of all ages, including awareness of:
   • The counselor’s role in promoting career development in school and organizational environments (IIIG.4c)
   • Specific methods for planning, developing, and evaluating school and community-wide career counseling programs (IIIG.4c)
   • School-to-Career programs including knowing how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (SC-C.4)
   • Adult career development and implications for practice

7. To become aware of the ethical and legal considerations in career counseling across the lifespan.
Methods of Instruction

Classes will incorporate a combination of lectures, discussions, and experiential activities. Students will also gain experience with computerized career development software systems. In addition, three classes will be devoted to student presentations in order to incorporate new ideas of career development into class discussions. Class time will include a combination of lecture, discussions, and small group experiences. Since class activities and discussions will be based on the required readings it is necessary to come to class prepared by completing each of the assigned readings for that day.

Course Requirements

- Attendance at all classes is essential, as this course is both theoretical and practical in nature. If you must miss a class for whatever reason, please contact me before the class. While students are expected to attend all classes, students are allowed one excused absence without penalty. If a student misses an additional class meeting, he/she will be required to complete a make-up assignment for the absence, the content of which will be determined in consultation with the instructor.

- Active class participation in classroom discussions and activities is required of all students. Being actively involved involves some level of personal disclosure. It is important that confidentiality regarding classroom activities be maintained. Due to the interactive nature of this course, it is crucial that students conduct themselves professionally during activities that involve challenging peers and constructively critiquing one another. Additionally, out of respect for other students, please make sure to turn off computers and cell phones before entering class. Attendance/Participation is worth 10% of the student’s final grade. (See attached Attendance Rubric)

- Required Course Materials:
  - Career Instruments: Holland’s Self-Directed Search (SDS), Myers-Briggs Type Indicator, Harrington-O’Shea CDM
  - Additional Readings: Journal articles will be assigned and discussed during each class.

- Career Story- Each student is required to submit a reflective paper of his/own career development across the lifespan. The student will choose two theories which relate to his/her career development and integrate these into the paper. This assignment is due on April 25, 2013. (See attached rubric for details)

- Class Presentation-Each student will choose a topic related to any aspect of career development and prepare a presentation to the class on that topic. The date for you to give your presentation will be assigned to you by the instructor during the fifth week of class. (See attached rubric for details)

- Final Performance Assessment/Exam-There will be a final examination that will consist of multiple choice, matching, T/F, short answer, and/or essay questions. This will be an “in-class”
examination and the use of text resources is not allowed. The exam will be held on April 4th, 2013.

**Evaluation**

Grading will be based upon the objective review of completed assignments and the student’s participation in the course. Grades will be assigned upon this review and in accordance with the university’s established grading scale. Students will have the opportunity to evaluate the instructor and class per the institution’s standard class evaluation process. The following is the weight percentage of each of the assignments towards the final grade:

- Career Story: 30%
- Class Presentation: 30%
- Final Performance Assessment/Exam: 30%
- Class Attendance/Participation: 10%

**Disability Statement**

If any student has a special need which may be the result of a disability or alternative learning style, I would appreciate hearing from you. I am certain that we can make the appropriate arrangements to assist you. The accommodations can take many forms, whether it be seating, testing, etc. Please see me after class. It is imperative that students requiring special accommodations provide the Warner School of Education Disabilities Coordinator (Ms. Brenda Grosswirth, 275-1009) with appropriate documentation of the disability prior to discussing accommodations with me.

**Commitment to Diversity and Inclusion**

The Warner Graduate School of Education and Human Development is dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. Consistent with our dedication to education, leadership, counseling, and human development that can transform lives and make the world more just and humane, we recruit, support and learn with and from students, staff, and faculty from the broadest spectrum of human diversity. Likewise, we seek the same through our interactions with the broader local and global community. See the following link for the Warner School’s statement:


It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions, and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. It is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. This course is an opportunity to practice these social justice skills in our social interactions and academic work.
CLASS SCHEDULE

Spring 2013

January 17
- Introduction and review of syllabus
- Counselors’ Use of Career Development Theory (IIIG.4a)
- The concept of career: definitions, goals of career counseling, key career development concepts, the career development process, goals of a career plan, the counselor’s role in the career planning, ethics (IIIG.4b)
- Career counseling and personal counseling: McAuliffe: “Career as an Imaginative Quest”
- Career Counseling: Work in Progress
- Hansen: Career as story
- Vecchione: Career counseling and personal counseling

January 24
- Historical perspective of career development, counselor skills, goals of career development (Chapter 1)
- Career Development of Women (IIIG.4g)
- Career Development of Culturally Diverse Populations
- Munson: Infusion model of career education: school is work
- Munson & Rubenstein: School is work: work task learning in the classroom
- Trait and Factor Theory (Chapter 2)
- Crow, “Career Mind-Mapping” Strengths, Skills, Talents
- Deci: Well Being/ Happiness Study
- Pausch: The Last Lecture

January 31
- Occupations: Information and Theory (Chapter 3)
- Work Adjustment Theory (Chapter 4)
- S.C.A.N.S. Competencies (Secretary’s Commission on Achieving Necessary Skills) (IIIG.4c)
- N.O.I.C.C. – National Career Development Guidelines
- C-DOS – New York State Learning Standards for Career Development and Occupational Studies (IIIG.4d)
- Professional Career Counseling Associations
- Assessment: Harrington-O’Shea Interest Inventory
- Blackburn, McNulty, and Peck, “Connectedness & Disconnectedness”
- Feller: Alligning school counseling, the changing workplace, and career development assumptions
- Hernandez & Seem: The millennial student and career success
- Career values and values activity
February 7

- Holland’s Theory (Chapter 5) Holland, et al.: “More Evidence for the Relationship Between Holland’s Personality Types and Personality Variables
- Self-Directed Search (S.D.S.) (IIG4.f)
- New York State Comprehensive School Counseling Program Crosswalk (SC-C.4)
- New York State Education Department Career Plan (IIG4.c) (SC-C.4)
- Paterson, “Career Development Begins in Elementary and Middle School”
- The Career Game (assessment activity)
- Career Assessment Instrument RACEC “Discover You”(IIG4f))
- Trusty, Niles, Carney: *Education career planning and middle school counselors* (IIG4.c))

February 14

- Myers-Briggs Type Theory (Chapter 6)
- Assessment; Myers-Briggs Type Indicator (IIG.4f)
- Career Development in Childhood (Chapter 7)
- Career Counseling Sessions-Work in Progress DVD (career client case studies)

February 21

- Adolescent Career Development (Chapter 8)
- Late Adolescent and Adult Career Development (Chapter 9)
- Adult Career Crises and Transitions (Chapter 10)
- Strenger & Ruttenberg *The existential necessity of midlife change*
- Super: “A Developmental Theory: Implementing a Self-Concept”
- Career ZoneActivity: [www.careerzone.org](http://www.careerzone.org) (IIG.4e)
- ONet Online: online.onetcenter.org Occupational Information Network

February 28

- Constructivist and Narrative Approaches to Career Development (Chapter 11)
- Brott, “A Constructivist Look at Life Roles”
- Relational Approaches to Career Development (Chapter 12)

March 7

- Krumboltz’s Social Learning Theory (Chapter 13)
- Mitchell, Levin & Krumboltz: *Planned happenstance: constructing unexpected career opportunities*
March 14

- Social Cognitive Career Theory (Chapter 14)
- Career Decision-Making Approaches (Chapter 15)
- Mainiero and Sullivan, “When Work Doesn’t Work”
- Career-related web sites
- Career Client Case Studies

March 21

- Theoretical Integration (Chapter 16)
- Miller & Knippers: Jeopardy: a career information game for school counselors (theory review)

March 28

- Thoma, Getzel: Self-determination is what it’s all about: what post-secondary students “Aligning School Counseling, the Changing Workplace, and Career Development Assumptions”
- Synthesis: Connecting Career Opportunities-Theory to Practice

April 4

- Final Performance Assessment Exam

April 11

- Presentations

April 18

- Presentations

April 25

- Presentations
- Career Story assignment due
## Standards Rubric for Career Counseling & Development

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Learning Objective</th>
<th>Observable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC-C.4 Transition programs</td>
<td>and knows how to design, implement, manage, and evaluate transition programs, including school-to-work, post-secondary planning, and college admissions counseling.</td>
<td>Passing of an exam that includes testing on designing, implementing, managing and evaluation transition programs for students.</td>
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</tbody>
</table>
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EDU 454: CAREER COUNSELING AND DEVELOPMENT

RUBRIC FOR “CAREER STORY’ ASSIGNMENT (IIG.4a) and (IIG.4d)

STUDENT NAME_______________________________________________________

n/o = Not Observable  1 = Insufficient  2 = Emergent/needs improvement  3 = Basic proficiency  4 = Outstanding

P-A-S-S CHART:

PURPOSE: Does this paper convey that the student has accomplished a critical self-examination of his/her career development over the lifespan and has demonstrated a clear understanding of the factors which have influenced the student’s career development? Also, has the student related his/her career development to two theories which have been studied and discussed during this course?    n/o 1 2 3 4

AUDIENCE: Does this paper reflect that the student has an understanding of “self” and what that entails, including a knowledge of his/her own values, skills, and abilities and how this has impacted his/her career development??    n/o 1 2 3 4

SUBJECT: Does this paper reflect the student’s knowledge of “self” to include cultural/ethnic background, socio-economic status, family of origin, religious/spiritual issues, political perspective, educational influences and other things that have effected his/her career development?    n/o 1 2 3 4

SELF: Does this paper project that the author is perceived as a professional counselor, who engages in self-reflection to address issues which impact career development of self or of others?    n/o 1 2 3 4

CHARACTERISTICS OF A CAREER STORY

n/o 1 2 3 4 - Provides a reflective overview of all the factors/influences in the development of self in relation to career development theories

n/o 1 2 3 4 - defines and identifies factors that influenced the student’s career development

n/o 1 2 3 4 - provides many interesting, innovative, descriptive and insightful supporting details that enhance understanding of student’s career development

n/o 1 2 3 4 - identifies themes which have emerged as influences in student’s career development (including any institutional barriers, positive role models and other factors) Statement of theme is followed by development of theme.

n/o 1 2 3 4 - identifies one’s past, present and future career aspirations

Overall this paper is (1 = insufficient  2 = emergent  3 = proficient  4 = outstanding) in meeting the requirement.
RUBRIC FOR CLASS PRESENTATION

STUDENT NAME _______________________

TITLE OF PRESENTATION: ______________________________________________________________

n/o = Not Observable  1 = Insufficient  2 = Emergent/needs improvement  3 = Basic proficiency  4 = Outstanding

P-A-S-S CHART:

PURPOSE: Does this presentation convey that the student has researched a topic related to the area of career counseling and development and has been able to demonstrate a thorough knowledge of the topic for the purposes of presenting same to peers and professor?   n/o  1  2  3  4

AUDIENCE: Are fellow students very clear regarding the purpose of the presentation and what role, if any, they were intended to assume during the presentation?   n/o  1  2  3  4

SUBJECT: Does this presentation reflect the student’s knowledge of the chosen career development topic?   n/o  1  2  3  4

SELF: Does this presentation project that the presenter is perceived as a professional counselor, one who engages in self-reflection to address issues which impact career development of self or of others?   n/o  1  2  3  4

CHARACTERISTICS OF A CAREER COUNSELING AND DEVELOPMENT CLASS PRESENTATION

n/o  1  2  3  4  - Provides a thorough, organized presentation of a topic in the area of career counseling and development

n/o  1  2  3  4  - Demonstrates an in-depth knowledge of the topic for the purposes of the presentation

n/o  1  2  3  4  - Engages audience in activities which are applicable and very helpful for achieving the goals of the presentation

n/o  1  2  3  4  - Uses technology effectively in ways which significantly advances the goals of the presentation

n/o  1  2  3  4  - Is able to effectively answer questions from audience regarding presentation.

n/o  1  2  3  4  - Identifies future implications in the area of career counseling as a result of the presentation

Overall this presentation is (1 = insufficient  2 = emergent  3 = proficient  4 = outstanding) in meeting the requirement.
CACREP PROFESSIONAL STANDARDS

CAREER COUNSELING

Students who are preparing to work as career counselors will demonstrate the professional knowledge, skills, and practices necessary to help a person develop a life-career plan, with a focus on the definition of the worker role and how that role interacts with other life roles. In addition to the common core curricular experiences outlines in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in career counseling.
2. Understands ethical and legal considerations specifically related to the practice of career counseling.
3. Knows the roles, functions, and settings of career counselors, including private and public sector agencies and institutions.
4. Knows the professional organizations, competencies, preparation standards, and credentials relevant to the practice of career counseling and career development programs.
5. Understands a variety of models and theories of career counseling and career development.
6. Understands the policies, laws, and regulations relevant to career counseling and career development programs (e.g., Americans with Disabilities Act ADA).

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in career counseling.
2. Demonstrates an ability to explain career development as an integral subset of human development.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Understands techniques of career development, career counseling, career choice, career programming, and associated information delivery.
2. Understands theories, strategies, and models of consultation relevant to career counseling.

3. Understands the impact of crises, emergencies, and disasters on a person’s career planning and development.

D. Skills and Practices

1. Demonstrates the ability to identify and understand clients’ personal, family, and cultural characteristics related to their career development.

2. Demonstrates the ability to identify and understand clients’ attitudes toward work and workers, and their career decision-making processes.

3. Demonstrates the ability to support and challenge clients in preparing for and initiating life-work role transitions, including the following:
   a. locating, obtaining, and interpreting sources of relevant career information and experience;
   b. acquiring skills needed to make life-work role transitions;
   c. examining life-work roles, including the balance of work, leisure, family, and community in their careers.

4. Demonstrates the ability to help the client acquire a set of employability and job search skills.

5. Demonstrates the ability to establish and maintain a consulting relationship with persons who can influence a client’s career.

6. Demonstrates the ability to recognize his or her own limitations as a career counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the role of multicultural issues in career counseling.

2. Understands the effects of racism, discrimination, power, privilege, and oppression in one’s own life and career and those of the client.

3. Understands sociopolitical and socioeconomic forces that affect career opportunities of ethnic and cultural minorities, such as immigration, racism, and stereotyping.

4. Understands the changing roles and responsibilities of women and men, and the implications of these changes for employment, education, family, and leisure.
5. Understands the impact of globalization on life role(s), careers, and the workplace.

F. Skills and Practices

1. Demonstrates the ability to make accommodations for career needs unique to multicultural and diverse populations, such as the following:
   a. identifying alternative approaches to meet clients’ career planning needs;
   b. designing and delivering career development programs and materials to hard-to-reach populations; and
   c. demonstrating the ability to advocate for clients’ career development and employment.

2. Demonstrates an ability to help staff members, professionals, and community members understand the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues.

3. Demonstrates the ability to explain, articulate, and advocate for the importance of career counseling, career development, life-work planning, and workforce planning to legislators, other policymakers and/or the general public.

ASSESSMENT

G. Knowledge

1. Understands assessment strategies for career development and career counseling programs.

2. Understands how to choose appropriate career assessment tools and techniques.

3. Understands bias in career assessment and interpretation (including cultural and linguistic characteristics of the client)

H. Skills and Practices

1. Demonstrates an ability to identify, select, and provide appropriate career assessment tools for clients.

2. Demonstrates an ability to administer, score, and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life-career development issues.
3. Demonstrates an ability to assess conditions of the work environment (e.g., tasks, expectations, norms, qualities of the physical and social aspects of work environments).

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of career counseling and career development.
2. Knows models of program evaluation for career counseling and development programs.
3. Knows basic strategies for evaluating counseling outcomes in career counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of career counseling.
2. Develops measurable outcomes for career counseling programs, activities, and experiences.
3. Analyzes and uses data to increase the effectiveness of career counseling programs and interventions.
4. Demonstrates the use of various types of research designs appropriate to career counseling and development research.

PROGRAM PROMOTION, MANAGEMENT, AND IMPLEMENTATION

K. Knowledge

1. Understands organizational theories, behavior, planning, communication, and management useful in implementing and administering career development programs.
2. Understands the resources applicable in job forecasting, planning, policy analysis, and resource allocation.
3. Understands leadership theories and approaches for evaluation and feedback, organizational change, decision making, and conflict resolution.

L. Skills and Practices
1. Participates in the planning and organization of a comprehensive career resource center.

2. Demonstrates the ability to implement career development programs in collaboration with others.

3. Demonstrates the ability to train others in the appropriate use of technology for career information and planning.

4. Demonstrates the ability to provide effective supervision to career development facilitators.

5. Demonstrates the ability to initiate and implement a marketing and public relations campaign on behalf of career development activities and services.

INFORMATION RESOURCES

M. Knowledge

1. Understands education, training, and employment trends, as well as labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations.

2. Understands the resources and skills clients use in life-work planning and management.

3. Knows the community/professional resources available to assist clients in career planning, including job search.