MHS 6340 - Career Development

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

CATALOGUE DESCRIPTION

"Factors contributing to career development that need to be considered by counselors assisting clients with career planning and decision-making. There will be presentations of career guidance models, career development materials and career decision-making strategies for various client groups."

COURSE DESCRIPTION

This course explores the issues contributing to individual career development that need to be considered by counselors assisting clients with career issues and planning. It is a survey of the theoretical and operational foundations of career counseling, career decision-making, and career development to include assessment, intervention, and other related issues. **A large part of activities in this course will be experiential and thus will require the student's active in class participation.**

COURSE PREREQUISITES

Completion of MHS 5005 (Processes in Counseling), MHS 6401 (Counseling Theories & Techniques), MHS 6481 (Life Span Development), **and** permission of the instructor **are required** for entry into this course. Further, students will find it **desirable** to have completed MHS 6220 (Appraisal & Evaluation) as well, though completion of this latter course is not absolutely required.

COMPETENCIES ADDRESSED

CORE	CACREP	Florida DOE Subject Areas
C.2.4 C.2.5	General: K.2a, K.3.a-d, K.4.a-i, K.5.a, K.7.a, K.7.d-h, K.7.i, School: A.6-9, C.2.b, C.3.d	3.2, 3.3, 3.5, 4.1-8, 5.4,

GENERAL COURSE OBJECTIVES

To provide students with knowledge and understanding of the following foundations of professional career counseling, and for students to develop the ability to utilize and apply:

1. Theoretical bases of career development and career decision making to include the career-life planning process.
2. Fundamentals of assessment, assessment ethics, test administrator's qualifications, and client protection issues.
3. Assessment process including interviewing, vocational hypothesis formation, vocational testing, and data utilization and application to intervention to include the administration, scoring and interpretation of vocational tests.
4. Models of career decision-making.
5. Theoretical constructs and decision-making models to special populations: woman; older men; racial/ethnic minorities; persons who are gay, lesbian, bisexual; or transgendered; persons from low socioeconomic social standing; persons with disabilities; and persons with special school-to-work transition needs.

TEACHING METHODOLOGIES

To provide the student with a variety of learning experiences the following methods of instruction are used in this class.

1. Lecture with & without audiovisual support (e.g., Power Point)
2. Class and small group discussion
3. Field observations and skill demonstrations
4. Student presentations and library research using on-line data bases (e.g., ERIC, PsychLit)
5. Email, Internet resources and Web-based instruction
6. TURNITIN.COM is used as a plagiarism detection tool.

TEXTS, SUPPLEMENTAL READINGS, AND OTHER MATERIALS

Required:

1. Brown, D. (2003) *Career information, career counseling, and career development (8th Ed.)* Boston: Allyn Bacon. (Syllabus abbreviation = **BROWN**).

2. American Psychological Association (2001). *Publication manual of the American Psychological Association (5th Ed.)*. Washington, DC: Author. (Syllabus abbreviation = **APA**).

3. Supplementary Test Packet—a packet of 6 tests is available for purchase thru the department. Payment is due **01/27/04** The following tests are in the packet:

   Self-Directed Search **(SDS)** — (a)
   Strong Interest Inventory **(SII)** — (b)
   Skills Confidence Inventory **(SCI)** — (b)
   Career Beliefs Inventory **(CBI)** — (b)

   (a) Indicates tests to be taken by the student. (b) Indicates tests to administered to another person.

4. Supplemental Readings. A packet of supplemental readings is on reserve in the department office. There are three packets. These packets may be signed out overnight for 48-hour periods for student utilization. Please see the instructor to obtain the packets. Readings included in this packet are so indicated in the bibliography section of this syllabus (Syllabus abbreviation = **READINGS**).

COURSE REQUIREMENTS AND ASSIGNMENTS

Students are expected to —

1. **Class Participation:** Attend, be on time, and actively participate in all class sessions. Attendance at all classes is mandatory. Experiential exercises and classroom discussions need the student's presence in order for learning to take place. Students are expected to actively participate in class. Class discussions, exercises, and the processing of the reading materials will regularly take place. The student's active participation will determine **50 points** of the final grade.

2. **Readings:** Complete all assigned readings. Each reading is to be done in advance of the class for which it is assigned. In addition to the text readings, there are supplemental journal articles on reserve in the department. Lectures assume the student's knowledge and understanding of material assigned.

3. **CACG:** The student is required to take an approved Computer Assisted Career Guidance (CACG) instrument. This activity will be discussed further in class. The results of this instrument will be used on the self assessment assignment. One available way for students to complete this assignment is to log on to the FAU Career Center's website (http://www.fau.edu/cdc/Students/students.htm). A completed computer-generated report is due **02/10/04.**

4. **Self Assessment:** Complete an **assessment of your current vocational situation**. Apply one of the developmental or social learning theories and use the vocational surveys that you took yourself to explain where you are now and where you are going vocationally. The results of three instruments will be applied to this assignment. The assignment materials will be distributed on **01/27/04** and the assessment is due on **03/16/04**. It is a take home assignment, and is worth **50 points**.

5. **Client Assessment:** Complete a **career assessment report** on an individual based on the assessment materials that the student will administer this semester. The student will be linked to a volunteer for this assignment. The student will administer 3 assigned psychometric instruments to the volunteer. The tests will be distributed in class on **03/02/04.** The student will turn in the completed protocols to the instructor on **03/16/04**. The instructor will send the protocols to the publishers to be scored. Interpretive reports will be returned to the student by **03/30/04** to be used in writing the assessment report. The student will met with the volunteer to go over the results of the tests. THE VOLUNTEER WILL ONLY GET A VERBAL REPORT FROM THE STUDENT. THE STUDENT WILL NOT GIVE THE INTERPRETIVE REPORTS (COPIES OR ORIGINALS) TO THE VOLUNTEER.

   The student will write a holistic assessment report on the volunteer based on assessment interview and test results. The report will **offer a hypothesis** based on theory regarding the volunteer's current vocational situation and an indication of future interventions that might be useful to the client in planning future activities based on the assessment the student has done. **ALL TEST PROTOCOLS MUST BE TURNED IN WITH THE FINAL REPORT. THE PROTOCOLS WILL NOT BE RETURNED TO THE STUDENT TO PROTECT THE VOLUNTEER.** This assignment is due **04/27/04**, and is worth **100 points**. Late papers regardless of reason are subject to a 20 % point reduction.

6. **Research Paper:** Write a **paper which discusses current career development research**. The research for this paper is to come from the psychological, sociological, anthropological, human resources or social work academic/research literature. Additionally, legal citations and court decisions are usable. Students should select a topic from the following.

a) Select a special area of concern in career development research literature (e.g., the glass ceiling; reentry woman; labor market structural change; career changes for older workers; initial career choice by college students; employment discrimination by race, gender, sexual orientation or age; impacts of reductions in force, impact of life expectancy on work life). Explore the research literature thoroughly and **relate the topic to professional issues counselors need to address and identify ways to address them**. The student will develop and defend a thesis statement. The student should **analyze, synthesize and evaluate** all relevant academic literature and apply the published material to interventions used in direct practice.

b) Other topics may be undertaken as agreed to by the instructor. Please fully develop a thesis statement before seeking approval.

The paper will be at least 15 full pages long (exclusive of bibliography, title page and abstract), and will be in **CORRECT** APA 5th edition style. The reference list will include at least 15 acceptable references appropriate to the topic under consideration. TWO COPIES OF THE PAPER ARE TO BE TURNED INTO THE INSTRUCTOR. The paper is due **04/20/04** and is worth **100 points**. Late papers regardless of reason are subject to a 20 % point reduction.

EVALUATION SCORING:

Class room participation	50 points
Self Assessment	50 points
Research paper	100 points
Client Assessment	100 points
TOTAL	**300 POINTS**

COURSE GRADING:

A	282-300 Points	≥ 94%
A-	270-281 Points	≥ 90%
B+	258-269 Points	≥ 86%
B	249-257 Points	≥ 83%
B-	240-248 Points	≥80%
C+	225-239 Points	≥75%
C	210-224 Points	≥ 70%
F	000-209 Points	≤70.99999%

IMPORTANT DATES:

Payments due for tests
Self Assessment Materials Distributed
CACG report due
Client Assessment Materials Distributed
SPRING BREAK!!!!
Self Assessment Report Due
Client Assessment materials due
Client data reports distributed
Research paper due
Client assessment report due
Finals Week
Semester ends
Grades due

COURSE POLICIES

1. **Weekly Time Requirements:** This class meets for 3 hours per week. It is assumed that students will need a minimum of 2 hours of preparation for each 1 hour of class time. Readings and other assignments are structured with this ratio in mind. Thus, at least 6 hours per week of individual study and preparation, outside of class, are expected.

2. **Participation:** Students are expected to attend, arrive on time and participate in all class sessions. Attendance at all classes is mandatory. Only 1 class absence is allowed without penalty. Each absence beyond the first will result in a 20% reduction in the total points available for this course.

3. **Timeliness:** Students are expected to be on time for the beginning of the class session. Persistent tardiness may result in a point reduction off of the total points available for this course

4. **"Incomplete" as final grade:** It is the responsibility of the student to insure that she/he completes all coursework, assignments, exercises and examinations as scheduled herein. "Incomplete" as a grade is given only in exceptional, extenuating and unforeseen circumstances. Further, this grade requires both instructor's and the department chairperson's approval, and must follow COE guidelines.

5. **Research paper quality:** Students ARE REQUIRED to use the *American Psychological Association 5th Edition Style Manual* to execute the research paper. This manual will be the standard for the **editorial style** for the paper. The student's **writing style** is expected to be at a graduate, advanced level. The **content** of the paper is to be substantive and complete in its approach to the subject. It must include the empirical research related to the subject. Students are urged to make use of all available academic support services listed below, as needed. Additionally, all papers to be graded are to be typed or word-processed. Thus, the quality of the paper and the grade it engenders are dependent on three things: a) individual writing style and ability, b) quality and quantity of content and c) editorial style and presentation.

6. **Academic Accommodations:** In compliance with the Americans With Disabilities Act (ADA), students who require special accommodations due to a disability **MUST** register with the Office of Students with Disabilities (OSD) located on the Boca Raton campus in the Library room 175 (phone 561/297-3880) or on the Davie campus in MOD 1 (phone 954/236-1222), and follow all OSD procedures. Academic accommodations will be made in this course in accordance with the OSD rules and regulations, and only with the endorsement of that office.

7. **Taping of classroom activities:** Taping of lectures and classroom activities is **not permitted** accept as an accommodation supported and documented by the Office of Students with Disabilities.

8. **Missed or late examinations and assignments:** All missed (i.e., not completed) examinations or assignments will receive no credit. Late assignments, examinations or exercises are subject to a 20 % point reduction. Students who do not complete all assignments, examinations, exercises, or other activities associated with this class will receive an "F" as their final grade.

9. **Academic Dishonesty:** Cheating, plagiarism, and other forms of academic dishonesty are not acceptable student behavior and will be dealt with appropriately. Students are referred to the University's Honor Code for guidance. TURNITIN.COM is used as a plagiarism detection tool.

10. **Available Support Services:** Students are encouraged to make use of the following University resources.

    The University Libraries include: the S. E. Wimberley Library in Boca Raton, special collections housed in the Broward County Public Library in down town Ft. Lauderdale, a shared-use library with Broward County Community College in Davie, a library on the Mac Arthur Campus, and a shared-use library with Indian River Community College in Port St. Lucy.

    The University Center for Excellence in Writing is located in SO 107 on the Boca Campus. Contact the 561/297-3498 for hours and access.

    An on-line writing center is found at **http://owl.english.purdue.edu/**. This source may be helpful for achievement of the quality expected in the research paper noted above.

    The Office for Students with Disabilities is tasked with providing academic support to those students with disabilities. Contact them at 297-7880.

    Computer Labs are maintained on campus in various campus locations. Consult the FAU web page under Information Resource Management for locations, or call 267-7399.

    Department office hours are 9:00 am to 5:00 pm Monday through Friday, or call 297-3602.

    Instructor's office hours are indicated at the beginning of this outline. Students are encouraged to meet with the instructor during these times. Other times may be arranged by appointment. The best way to reach the instructor is via email or campus phone. Students may call the instructor's home before 10:00 PM.

11. **Cell phones, pagers,** and other personal electronic devices that go beep or emit other sounds shall be seen and not heard during class.

CONTENT OUTLINE

The instructor reserves the right to make adjustments to this schedule, the topics covered, the assignments made, the evaluations required, or otherwise as may be need to effectively teach the material to be covered. Such adjustments will be made and announced at the beginning of the class or prior to the affected session, if possible. Additional reading assignments may be made in class.

Week #	Date	Class Content and Activities			Student Preparation & Evaluations
UNIT 1: MEANING OF WORK					
Week 1 I. Overview II. History of Career Theorizing		A. Course Focus B. Course Syllabus C. APA Style D. Resources E. Internet use	A. Historical Stages B. Terminology	A. Values Exercise B. Exploring Work Values	**APA:** Ch 1-5 **BROWN:** Ch 1
Week 2 III. Career Issues – Children & Adolescents IV. Career Issues – Adults		A. C D in children B. C D in adolescents C. Career Maturity D. CD-M in college students	A. Role salience B. Adults transitions C. Theses in adult development D. Career Concerns	A. Definition of work B. Opinions about work C. The course definition	**BROWN:** Ch 3
Week 3 V. History & Role of Work VI. Theories of Work		A. Periods in the history of work B. Labor Market 2000	A. Economics B. Sociological C. The middle normal D. LM Trends	A. Buying tests B. Assessment standards C. Administration – Skill ID & SDS	**Payments due for tests** **Self assessment materials distributed**
UNIT 2: THEORIES OF CAREER DEVELOPMENT					
Week 4 VII. Matching Theories VIII. The World of Work		A. Trait-Factor B. Holland C. Dawis & Lofquist	A. Industrial Classification B. Occupational Classification	A. Test Interpretation – Skill ID & SDS B. Results discussion	**BROWN:** 2, 7, 14, 15
Week 5 IX. Psychoanalytic Theories X. Counseling Theories		A. Freud B. Bordin C. Erickson D. Adler E. Jung	A. Rogers B. Ellis C. Glasser D Holistic Approach	A. Test Interpretation – CACG (e.g., Sigi, Discover, Choices) B. Discuss CACG	**BROWN:** Ch 8 **CACG due**
Week 6 XI. Develop. Theories 1 XII. Develop. Theories 2		A. Ginsberg et al B. Super	A. Tiedeman-O'Hara B. L. Gottfredson C. Vondracek et al	A. What If I were a Client? B. Discussion of client expectations	**READINGS:** Gottfredson, 1985
Week 7 XIII. Social Learning Theories XIV. Parental, Familial & Systems Theories		A. General Social Learning Theory B. Krumboltz C. Bandura D. Social-Cognitive Theory	A. Adler B. Roe C. Bowlby D. General Systems Theory E. Family Systems Theory	A. IRB & Informed Consent B. Interviewing vs. diagnosis C. Test Administration 2 – SII, SCI, CBI	**READINGS:** Bandura, 1977; Hackett & Betz, 1995; Savickas, 1989
Week 8 XV. Introduction to Post Modernism XVI. Post Modern CD Theories		A. Logical Positivism B. Characteristics of Modern Theories C. Constructivism D. Post Modernism	A. Tiedeman & Miller-Tiedeman B. Brown C. Savickas D. McAuliffe Rounds & Tracy	A. Client video B. Discussion of interventions	**ROLE:** Ch 12 **BROWN:** Ch 4 **READINGS:** Savickas, 1995 **Client assessment materials distributed**

Week#	Date	Class Content and Activities			Student Preparation & Evaluations
Week 9		SPRING BREAK!!!!!!			**Sun, sand, surf and sleep**
UNIT 3: ASSESSMENT, TEST INTERPRETATION & DECISION MAKING					
Week 10 XVII. Principles of Assess. 1 XVIII. Principles of Assess. 2		A. Differential Psychology B. Normal Distribution C. Normalization	A. Testing Standards B. Responsibilities of test users C. Norming issues D. Reliability & Validity	A. Case Discussion	**Administration Manuals for SII, SCI & CBI –** Sections on interpretation **Client protocols due** **Self assessment due**
Week 11 XIX. Career Decision Making Overview XX. Career DM Models		A. General Decision-Making B. Career DM C. Data Bases D. Career Indecision E. Career Indecisiveness	A. CIP Model B. TWA Model C. PXE FIT Model	A. Case Discussion	**Administration Manuals for SII, SCI & CBI –** Sections on interpretation **BROWN:** Ch 10
Week 12 XXI. Test Interp. 1 XXII. Test Interp. 2		A. SDS B. SII	A. SCI B. CBI	A. Case Discussion	**Client interpretive reports distributed**
UNIT 4: SPECIAL CAREER ISSUES AND SPECIAL POPULATIONS					
Week 13 XXIII. Special Populations: Woman & Older Men XXIV. Racial & Ethnic Minorities		A. Introduction to SP B. Woman's Career Issues C. Career Issues of Older Men C. Barriers to choice D. Interventions	A. Definitions of Race B. Counseling Guidelines C. Interventions	A. Case Discussion	**BROWN:** Ch 6, 16 **READINGS:** Betz, 1993; Fitzgerald & Betz, 1994; Gold, 1978
Week 14 XXV. GLBT XXVI. Low Socioeconomic Status		A. Incidence B. Counseling Issues C. Life Planning D. Barriers	A. Definition B. Incidence C. Labor Market Participation D. Interventions	A. Case Discussion	**BROWN:** Ch 17, 18
Week 15 XXVII. SP: STW Students XXVIII. SP: ESE & PWD		A. History of Transition Planning B. Interventions	A. Rehab Act of 73 B. IDEA C. ADA D. Barriers E. Interventions	A. Case Discussion	**BROWN:** Ch 11, 12, 13 **Research paper due**
Week 16 **Finals Week**		A. Course Wrap Up & B. Counselor Defense Issues			**Client Assessment due**

REFERENCES

Arokiasamy, C. Rubin, S., & Roessler, R. (1995). Sociological aspects of disability. In S. Rubin & R. Roessler (Eds.), *Foundations of the rehabilitation process*, 91-113. Austin, TX: PRO-ED.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84* (2), 191-215. **Assigned Reading**

Betz, N. E. & Corning, A. F. (1993). The inseparability of "career" and "personal" counseling. *The Career Development Quarterly, 42*, 137-142. **Assigned Reading**

Betz, N. E. & Hackett, G. (1981) The relationship of career-related self-efficacy expectations to perceived career optional in college woman and men. *Journal of Counseling, 28*, 399-410.

Brown, D., Brooks, L. & Associates (1996). *Career Choice & Development (3rd Edition)*. San Francisco: Jossey-Bass Inc.

Degan, P. (1992). The Independent Living movement and people with psychiatric disabilities: Taking back control of own lives. *Psychosocial Rehabilitation Journal, 15*, (3), 3-19.

Dejong, G. & Batavia, A. (1990). The Americans with Disabilities Act and the current state of United States disability policy. *Journal of Disability Policy Studies, 3* (1), 65-75.

Drummond, R. J. (2000). *Appraisal procedures for counselors and helping professionals*. Upper Saddles River, NJ: Merrill.

Fitzgarld, L. F. & Betz, N. E. (1994). Career development in cultural context: The role of gender, race, class, and sexual orientation. In M. Savickas & R. Lent (Eds.). *Convergence in career development theories*. Palo Alto, CA: CPP Books. **Assigned Reading**

Gold, A. R. (1978). Reexamining barriers to woman's career development. *American Journal of Orthopsychiarty, 48*, 690-702. **Assigned Reading**

Gottfredson, L. S. (1985). Role of self-concept in vocational theory. *Journal of Counseling Psychology, 82*, (1), 159-162. **Assigned Reading**

Gysbers, N. C., Heppner, M. J. & Johnston, J. A. (2000). *Career counseling: Process, Issues, and techniques*. Boston: Allyn and Bacon.

Hackett, G. & Betz, N. E. (1995). Self-efficacy and career choice and development. In J. E. Maddox (Ed.). *Self-efficacy, adaptation and adjustment: Theory, research and application*. New York: Plenan Press. **Assigned Reading**

Hahn, H. (1984) Reconceptualizing disability: A political science perspective. *Rehabilitation Literature, 45* (11), 362-365.

Isaacson, L. E. & Brown, D. (2000). *Career information, career counseling, and career development, (7th Ed)*. Boston: Allyn and Bacon.

Jacques, M. & Hershenson, D. (1970). Culture, work, and deviance: Implications for rehabilitation counseling. *Rehabilitation Counseling Bulletin, 13* (1), 49-56.

Leong, F. T. L. (Ed.) (1965). *Career development and vocational behavior of racial and ethnic minorities*. Mahwah, NJ: Lawrence Erlbaum Associates.

Liptak, J. J. (2001). *Treatment planning in career counseling*. Belmont, CA: Wadsworth/Thompson Learning.

National Information Center for Children and Youth with Disabilities (1993). *Transition summary: Transition services in the IEP*. Washington, DC: Author.

Savickas, M. L. (1989). Career-style assessment and counseling. In T. Sweeny (Ed.). *Adlerian counseling: A practical approach for a new decade (3rd Ed.)*, 289-320. Muncie, IN: Accelerated Development. **Assigned Reading**

Savickas, M. L. (1995). Constructivist counseling for career indecision. *Career Development Quarterly, 43*, p363-373. **Assigned Reading**

Swanson, J. L. & Fouad, N. A. (1999). *Career theory and practice: Learning through case studies*. Thousand Oaks, CA: Sage Publications.

Szymanski, E. (1994). Transition: Life span and life-space considerations for employment. *Exceptional Children, 60* (5), 402-410.

Walsh, W. B. & Osipow, S. H. (1994). *Career counseling for woman*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Walsh, W. B. & Osipow, S. H. (1995). *Handbook of vocational psychology*. Mahwah, NJ: Lawrence Erlbaum Associates.