

CAREER DEVELOPMENT AND COUNSELING
CNE 570—Online/Hybrid
COURSE SYLLABUS
Summer One, 2008

INSTRUCTOR: Dr. Daniel Eckstein
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REQUIRED TEXT:

Brown, D. (2003). Career information, career counseling, and career development, 9th ed. Allyn and Bacon.

Irby, B.J. and Brown, G. (2000). The career advancement portfolio, Corwin Press Inc. (optional text- on-line options are also available for portfolio creation)

COURSE FORMAT:

This course is a combination of information sharing through BLACKBOARD, two face to face meetings, reading, research in institutional and/or private practices, and selected activities that will develop knowledge and skills in career counseling and provide opportunities to explore the relevant variables in the career life of an individual. Students will become familiar with career exploration tools and career information sources. Each student will be expected to develop a portfolio and organize a notebook of resources related to career development.

COURSE DESCRIPTION:

The purpose of this course is to provide the student with a systematic approach to understanding career development as it relates to developing skills, competencies, and points of view needed by professionals in the field. The content will include factual information in the following areas:

1. Development of career guidance in the United States: past, present, and future
2. Major theories of career development
3. The relationship between a worker and his job
4. Classification systems for organizing the world of work
5. Delivery of occupational information
6. Assessment related to career exploration and guidance
7. The career counseling process
8. Issues in career education of special populations including women, ex-offenders, military, handicapped, and culturally different individuals.
9. Current trends in career education

COURSE OBJECTIVES: This course provides an understanding of career counseling and development that primarily focuses on:

- Gaining factual knowledge of career counseling terminology, occupational classification systems, the career counseling process, and current trends in career counseling and development
- Learning how find and use career information resources
- Learning how to apply career counseling theories and processes
- Developing the skills and competencies related to career counseling needed by professionals in the field

“ANTICIPATED” COURSE OUTLINE: information (including reading assignments, activities, major assignments) for each class should be posted on or before the following dates or soon after: Please remember this is a tentative schedule.

June 3 First Class Day. Welcome! Send in contact information as directed in class announcement posted on Blackboard please. Review syllabus and secure textbooks.

Historical Review—Vocational Guidance and Career Development posted)

Reading:

Duane Brown’s *Career Information, Career Counseling, and Career Development* **Chapter 1**, Introduction to Career Information, Career Counseling, and Career Development

Carefully review Table 1.1, page 7

June 4 Introduction. The Future of Career Counseling
View “The World is Flat” MIT WebCAST—Thomas Friedman; will be posted on BLACKBOARD; **discussion response required via on Blackboard by Monday, June 9th, 10 pm.**

Readings:

Duane Brown’s *Career Information, Career Counseling, and Career Development* Chapters 7 ****Carolina Monsivais**

June 5 **Review of MAJOR Assignments**
Chap. 8: ****Elizabeth Lymer,**
EACH of these assignments are described IN DETAIL and posted under assignments on Blackboard. Please PRINT a copy of each of the assignments.

Assignment—Vocational Autobiography and Career Genogram (due June 12th, bring a copy to our first face to face class)

Assignment—Required Research Project. Choose a topic for your required research paper and ppt. (topic needs to be chosen by June 9th, project should be completed by June 20th) This timeframe allows you approximately two weeks to complete the project and the sooner you choose your topic, the sooner you can get started!

Assignment—Career Advancement Portfolio (due June 23rd, bring a copy to our second face to face class)

Assignment—Case Study

Selection of Case Study Partner by June 12th, our first face to face meeting. You must choose someone in the class to complete this career counseling “role play” activity. This exercise will allow you the opportunity to play both client and career counselor. Your written report is due June 29th.

June 6 **Career Development Theories;** ppt to be posted. We will revisit these theories throughout the semester, as a deep understanding is needed for satisfactory performance on COMPS! I suggest you carefully read, outline, or make study notes/cards for later use.

Readings:

*Duane Brown’s Career Information, Career Counseling, and Career Development Chapters 2, **Jessica Chisholm,*

June 9 **Continue your study of career counseling theories; please post your research topic by today.**
Chapter 3, ** Mary Chapman

June 10 **Chapter 4, **Michelle Kolb**

June 11 **The Career Counseling Process and Developing Your Own Theory, ppt posted.**
Chap. 5:Paula Harper**

June 12 **First face-to-face meeting at Cy-Ridge HS, 4:30 to 8:50 Room 2807**

Vocational Autobiography and Genogram due today, bring copy to class with you.

Selection of a Case Study Partner today Initial intake interviews (simply a conversation) for case studies will be completed in class tonight. Exam will be posted by June 13th ...

June 17 **Exam Due**

June 18 **Career Assessments* and Career Planning, ppt. posted today including assessments required for case study**

Readings:

Duane Brown's *Career Information, Career Counseling, and Career Development* Chapter 6, **Paige Martin;
Testing and Assessment in Career Development

**Various assessments will be required of you and your case study client throughout the remainder of the semester and will become part of your case study*

June 19 **Complete Required Career Assessments**

Readings: Chap. 9 **Robert Zemel & Chap. 10:** Renee Piercy

June 20 **Reading: Chap. 11, **Shawn Edwards**
Career Research Paper Due

June 21 **Reading: Chap. 12: **Amanda Brinkmeyer**
Reading: Chap. 13: **Rita Hinojosa,

June 23 **Second face to face meeting, Cy-Ridge HS, 4:30 to 8:50**
Personal Career Portfolio due bring copy to class.

June 24 **Chap. 15; **Stephanie Heefner**
Response on BB discussion board due on 5 selected research papers

June 25 **Chap. 16:, **Tiffany Nargang,**
June 26 **Chap. 17: Vi Quach,**

June 30 **Case Study Due; Chap. 18: **Wendy Brien**

July 2 **Grades Due 9:00**

COURSE STANDARDS:

Objectives	Activities	Performance Assessment	Standards CACREP = CA NCATE = NC SBEC=SB
1. Career development theories and decision-making models	Textbook readings and on-line discussions	Written exam	CA - K4a NC - 3.3 SB - I.3
2. Career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems	Textbook readings, on-line discussions, & use of career information resources	Written exam	CA - K4b NC - 9.1 SB VI.2
3. Career development program planning, organization, implementation, administration, and evaluation	Textbook readings, on-line discussions and completion of a case study and the development of a professional portfolio	Soundness and relationship to theory; evaluation of case study	CA - K4c NC - 2.1 SB - III
4. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development	Vocational autobiography	Quality and thoroughness of autobiography and relationship to theory	CA - K4d NC - 7.1; 7.4 SB - IV
5. Career and educational planning, placement, follow-up, and evaluation	Case study and development of professional portfolio	Soundness and relationship to theory as evidenced in case study	CA - K4e NC - 2.1 SB - III
6. Assessment instrument and techniques that are relevant to career planning and decision making	On-line assessments, application to case study	Participation in exercises	CA - K4f NC 2.1 SB - II.7

7. Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites	Textbook readings, on-line discussions, & use of career information, including on-line resources	Written exams, evidence of use of websites and other technology tools	CA - K4g NC - 9.1 SB VI.2
8. Career counseling processes, techniques and resources, including those applicable to specific populations and	Textbook readings, on-line discussions and research assignments	On-line examinations and level of on-line participation	CA - K4h NC - 7.4 SB - I.12
9. Ethical and legal considerations	Textbook readings and on-line discussions	Case studies	CA - K4i NC - 1.7 SB - VI; I.8

COURSE REQUIREMENTS:

1. Class participation and chapter power point summary; respond to at least one other learners posting per week in at least a two line message to avoid a simply “great;” “wonderful” or other 1-2 phrase statement. On your respective date post a power point summary following the three mastery of content skills as proposed by Bloom

Knowledge Mastery

A. Key Concepts/ Content demonstration (0-3 points)

0. Contains no reference to key principles.
1. If key principles are present there is no evidence that the learner understood principles, or key principles are not integrated in the response. Makes reference to and demonstrates understanding of some key principles. Omits some of the relevant theories, research literature, and data.
2. The literature and data used create a coherent argument; however, there are some major gaps present. Demonstrates strong critical thinking skills as evidenced by analyzing and evaluating relevant theories, research literature, and data.
3. Demonstrates strong critical thinking skills as evidenced by analyzing and evaluating relevant theories, research literature, and data; and then applying these elements to a variety of contexts, problems, and issues. Illustrates mastery of the information presented in the chapter.

B. Synthesizing skills (0-3 points)

0. Fails to demonstrate mastery of knowledge and ability to apply knowledge.
1. minimal ability to go before the stated content
2. Bridges concepts from part of the reading to the other; demonstrates some knowledge of the merits and limitations of a model, a concept or a theory.
3. Demonstrates mastery of knowledge and ability to apply knowledge. Illustrates mastery of knowledge and ability to apply knowledge. Demonstrates strong critical thinking skills as evidenced by analyzing and evaluating relevant theories, research literature, and data

C. Summarizing skills (0-4 points)

0. No attempt to summarize the material presented
1. Minimal attempts to summarize the content
2. Not only summarizes but also points out the personal likes, and dislikes as well as strengths and limitations of a particular model, concept or theory.

3. Demonstrates critical thinking by both summarizing and by critically evaluating the content of the chapter.
4. Goes "above and beyond" the actual content by adding related web-pages and other related references.

1. Participation and chapter summary- respective summary dates as posted **
2. Vocational Autobiography and Career Genogram **DUE June 11**
3. Exam **DUE June 1**
4. Research **DUE June 20**
5. Portfolio **DUE June 23**
6. Case Study **DUE June 30**

COURSE EVALUATION:

Grades will be calculated based on the maximum points in the following manner:

Class Participation—discussion board, weekly assignments including research reviews	15
Vocational Autobiography/Career Genogram	15
Case Study	25
Mid-term Exam #1	15
Portfolio	10
Career Research Paper/ppt. Chapter summary	20

Extra credit options: Suggested activities include but are not limited to attending Man of La Mancha performance at Crighton theatre in Conroe and writing a 1-2 page "implications for counselors" paper, reading and reporting on Studs Terkel's book, *Working*, visiting a career guidance center at a college or university, and/or interviewing someone who hires and/or fires people. Each activity is worth 1-2 points on your final grade, with a maximum of five points total extra-credit.

Grade distribution: A=90-100 B=80-89 C=70-79

PARTICIPATION POLICY:

Weekly contact will be required through postings, discussion boards, or other on-line processes.

ACADEMIC DISHONESTY:

Students are expected to maintain honesty and integrity in the academic experiences in an online class just as if in a regular classroom setting. All students are expected to engage in all academic pursuits in a manner that is above reproach. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

ONLINE CLASSROOM RULES OF CONDUCT:

Students are expected to assist in maintaining an environment that is conducive to learning. Students are to treat faculty and students with respect, which includes responses posted on discussion boards, critiques, and other online requirements.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS:

While it is unlikely this situation would affect an online class, please contact me if there are any conflicts. Students remain responsible for all work.

STUDENTS WITH DISABILITIES POLICY: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center.

ADDITIONAL EXPECTATIONS:

Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc., should review the Graduate Catalog and student code of conduct. If there are problems or concerns, students should contact the instructor to seek resolution to the situation. Contact information is included on page one of this syllabus.