



# EDUC 5313

## Career Counseling

### Summer I 2016

#### **Instructor Information:**

Dr. Monica Gutierrez, Ph.D.  
E-mail: monicag@sulross.edu  
Phone: 279-3021

#### **Course Description:**

A study of human career development across the life span, historical concepts and foundations, career decision-making processes, career counseling techniques for diverse multicultural populations, systems of career information, and the application of these to career counseling in school and community settings.

#### **Text:**

Niles, S.G., Harris-Bowlsbey, J. (2013). *Career Development Interventions in the 21<sup>st</sup> Century* (4<sup>th</sup> ed.). Upper Saddle River, New Jersey: Merrill/Pearson.

#### **Class Sessions:**

Class meetings on Tuesdays from 1:00 – 4:45 p.m. in Uvalde and Blackboard assignments due on Fridays at midnight. Other assignments due on Thursdays. Split-Web.

#### **Course Requirements and Grading:**

- |                                                            |              |
|------------------------------------------------------------|--------------|
| ✓ Regular attendance and participation is required         | A = 90-100%  |
|                                                            | B = 80-89%   |
| ✓ Mid-semester and Final exams                             | C = 70-79%   |
| 10% Mid-Semester and 15% Final                             | D = 60-69%   |
| (total of 25%)                                             | F = 59 and ↓ |
| ✓ Interview Paper – 15%                                    |              |
| ✓ Personal Analysis of Career Development – 10%            |              |
| ✓ Blackboard (formal and informal assessments, etc.) – 20% |              |
| ✓ Film Analysis – 10%                                      |              |
| ✓ Presentation – 20%                                       |              |

---

Total of 100%

## **Learning Outcomes:**

1. Gain knowledge of career counseling theorists and their related theories and demonstrate understanding by correlating them to two selected films and writing a film analysis over each.
2. Relate career counseling theories to the lives of 3 selected individuals that will be interviewed concerning their personal career development and writing a paper demonstrating this relationship.
3. Design and implement a career development program and services by following the 10 steps outlined in chapter 9 and presenting a PowerPoint slide show and simulating a career center via a presentation.
4. Become aware of the changing world of work and current issues by answering and discussing a self-exploration career planning questionnaire.
5. Find evidence of successful workers in the 21<sup>st</sup> century by selecting and discussing a magazine/newspaper article that demonstrates evidence of this.
6. Discuss the role of the counselor in terms of career counseling in the school, higher education and community setting and work this into the group presentation.
7. Identify and take formal and informal career counseling assessments such as the Holland Interest Inventory and the STRONG interest inventory.
8. Gain familiarity with career development resources and materials and pertinent websites available for career counseling by completing Blackboard assignments that will be due on assigned dates.
9. Identify and relate personal histories to career development theories by writing a personal analysis paper.

## **Competencies:**

### 001 (Human Development)

- Understands students' developmental characteristics and needs in relation to educational and career awareness, planning, and decision-making.

### 003 (Factors Affecting Students)

- Understands environmental, social, and cultural factors that may affect students' development and learning, and recognizes the relevance of these factors for school counseling.
- Understands how societal factors and trends (e.g., media influences on students, changing demographic and economic conditions, technological developments) may affect what students need from a developmental guidance and counseling program.

### 004 (Program Management)

- Knows how to serve as a consultant and/or coordinator to help students achieve success in school and outside of school.
- Knows how to organize personnel, resources, and activities to meet defined needs and objectives.

### 005 (Developmental Guidance Program)

- Demonstrates an understanding of theories, models, principles, and practices of career development
- Demonstrates knowledge of appropriate resources, including technological tools, to promote students' development of skills and knowledge in the developmental guidance curriculum.
- Knows how to facilitate students' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals.

### **Tentative Schedule:**

#### Date

#### Assignment

June 7 (Tues.)

Introductions/Syllabus/Course Description, Expectations

Chapter 1 *Introduction to Career Development Interventions*

- Career Planning Questionnaire
- Def. of work
- Work ethics
- Why do people work?
- Frank Parsons
- History of Career Counseling

Chapter 9 *Designing and Implementing Career Development Programs and Services*

- Group formation and topic assignment

June 10 (Fri.)

Take **STRONG Interest Inventory, Blackboard** (Holland Interest Inventory)

June 14 (Tues.)

Chapter 2 *Understanding and Applying Theories of Career Development*

- Super
- Gottfredson
- Holland
- Krumboltz
- Etc...

Chapter 4 *Career Development and Diverse Populations*

Chapter 5 *Assessment and Career Planning*

- Formal and informal assessments in career counseling

View Video

- June 17 (Fri.) **Film Analysis Due, Blackboard** (Personality and Career Possibilities Inventory)
- June 21 (Tues.) Chapter 8 *Career Counseling Strategies and Techniques for the 21<sup>st</sup> Century*
- Current career counseling issues
  - Magazine articles
  - High School Pathways
  - Four-year Plans
  - Career Fair
  - "Change" Theory
  - The 3 phases of Career Counseling
- Chapter 6 *Career Information and Resources*
- Labor Market & Career Information
  - Reality Check
- Chapter 7 *Using Technology to Support Career Counseling and Planning*
- O\*Net Online
- June 23 (Thurs.) MID-SEMESTER EXAM (Blackboard essay questions)**
- June 24 (Fri.) **Interview Paper Due, Blackboard** (Reality Check, LMCI, O\*Net, Magazine Article)
- June 24 (Fri.) **Personal Analysis Due**
- June 28 (Tues.) Presentations  
(Evaluations Due)
- July 5 (Tues.) **FINAL EXAM (Test will be taken on Blackboard. Multiple choice and essay questions)**

## **ASSIGNMENTS AND REQUIREMENTS**

### **Attendance and Participation:**

All students are expected to attend class regularly and be on time. Absences and tardies will result in a loss of points. Also, students are expected to participate in class discussions and class activities. The format of the class will be lecture, discussion, group activities, and mini-presentations. Failure to participate will result in a loss of points.

### **Exams:**

There will be a total of 2 exams. The Mid-Semester Exam will be worth 10%, and the Final will be worth 15%. The exams will consist of multiple choice, short answer and/or essay questions. 25%

### **Interview Paper:**

You will interview three adults about their career development experiences. Identify their characteristics and objectives, their motivation for participating in formal learning events, their patterns of career development and the relationship between their stage in the life span and their present career or situation and future plans.

Please do not only write about formal academic experiences. Show a variety of perspectives in the individuals you choose to interview (variety in relation to: age, gender, ethnicity, race, language, traditions, socioeconomic status, and level of education). Present this paper showing a strong relationship to theoretical perspective in career development. This paper should be eight to ten typed, double-spaced, pages in length. A rubric will be posted to assist you with this assignment. 15%

### **Personal Analysis of Career Development:**

Analyze your own career development. Be sure to include an analysis of your career choices in terms of society, culture, economics and demographics. Be specific in showing the reader the relationship between career development events in your life and the trends evident in society at the time of your career choices. Present this paper demonstrating a strong relationship to theoretical perspective in career development. Point out techniques and strategies you have utilized that have impacted your success as an individual in the 21<sup>st</sup> century. This paper should be six to eight typed, double-spaced, pages in length. 10%

### **Film Analysis:**

You will view a film in relation to career development and related theories. You must get your film approved by me prior to writing about it. Your analysis must be written in relationship to career development. Every time that you use terminology from our class discussions, and your book, you are to highlight this in yellow. This will help you focus on using career development and related career theories. Your role will not be to critique the films. Rather, you will analyze situations in the film depicting demonstrations of career development and career development theories. This paper should be three to four double-spaced typed pages in length. This film analysis is worth 10%.

### **Group/Individual Presentation:**

We will divide into small groups. Each group will simulate a career center that has an emphasis on the particular population that you are assigned. You will need to incorporate information from the chapter in our text related to your group topic. Possible groups will include: *Career Counseling and Development in Elementary Schools (Ch. 10)*, *Career Counseling and Development in Middle Schools (Ch. 11)*, *Career Counseling and Development in High Schools (Ch. 11)*, *Career Counseling and Development in Higher Education (Ch. 12)*, *Career Development Interventions in Community Settings (Ch. 13)*, *Career Counseling and Development for Women (Ch. 4)*, *Career Counseling and Development for Minorities (Ch. 4)*. Your group will make a 40-minute presentation. This will include: your Career Center setup, resources and materials, relationship to the chapter, explanations for items you have in your Career Center, activities, demonstrations, and the role of the counselor. (Use displays, activities, handouts, PowerPoint presentations, etc.) In your presentation, follow the Steps outlined in Chapter 9. Your classmates will evaluate your presentation in terms of resourcefulness, creativity, organization, and usefulness. These ratings will be averaged in with the instructor's evaluation. 20%

### **Blackboard:**

This will include, but is not limited to, formal and informal assessments that will be due, labs, and Blackboard assignments. **Blackboard assignments will be due on Fridays at midnight.** No late assignments will be accepted. 20%

### **Disability Statement**

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, sex, age, or disability.

**Distance Education Statement:** Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about

accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.