



EDUC 5313 Career Counseling Fall 2018

Instructor Information:

Dr. Monica Gutierrez, Ph.D.

E-mail: monicag@sulross.edu

Phone: 279-3021

Office Hours: Monday and Tuesday; 2:00-4:30 p.m. Internet Office Hours.

Appointments can be made by arrangement.

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. (2017). *Career Development Interventions in the 21st Century* (5th ed.). www.pearsonhighered.com

Class Sessions:

Web.

Course Requirements and Grading:

✓ Final exams	A = 90-100%
20% Final Exam	B = 80-89%
	C = 70-79%
	D = 60-69%
	F = 59 and ↓
✓ Interview Paper – 15%	
✓ Personal Analysis of Career Development – 15%	
✓ Blackboard (formal and informal assessments, etc.) – 25%	
✓ Film Analysis – 10%	
✓ PowerPoint Presentation – 15%	

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 presentation over a particular population.
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 21st 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.
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.

Counseling Program Objectives: Student Learning Outcomes

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- ① Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ② Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.
- ③ Comprehend the role and function of the counselor in a variety of work settings.
- ④ Know and apply the professional standards of practice and the relevant code of ethics.
- ⑤ Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- ⑥ Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- ⑦ Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- ⑧ Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ⑨ Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

Tentative Schedule:

<u>Date</u>	<u>Assignment</u>
August 27	Discussion Board assignment. Introduce yourself to me as well as to your classmates.
September 1	Discussion Board assignment due.
September 1	Career Planning Questionnaire will be posted to Blackboard and can be found under "Assignments".
September 3	Labor Day Holiday
September 8	Discussion Board assignment due.
September 10	Chapter 1 <i>Introduction to Career Development Interventions. Focus on:</i> <ul style="list-style-type: none">• Def. of work• Work ethics• Frank Parsons• History of Career Counseling
September 15	Discussion Board assignment due.
September 17	Chapter 2 <i>Understanding and Applying Theories of Career Development</i> <ul style="list-style-type: none">• Super• Gottfredson• Holland• Krumboltz• Rowe• Etc...
September 22	Discussion Board assignment due.
September 24	Chapter 3 Understanding and Applying Recent Theories of Career Development
September 29	Discussion Board assignment due.
October 1	Chapter 4 <i>Providing Culturally Competent Career Development Interventions</i> Chapter 5 <i>Assessment and Career Planning</i> Formal and informal assessments in career counseling
October 6	Discussion Board assignment due.
October 8	Chapter 9 <i>Designing, Implementing, and Evaluating Career Development Programs and Services</i>
October 13	Discussion Board assignment due.

October 15	<p>Chapter 6 <i>Career Information and Resources</i></p> <ul style="list-style-type: none"> • Labor Market & Career Information • Reality Check <p>Chapter 7 <i>Using Technology to Support Career Counseling and Planning</i></p> <ul style="list-style-type: none"> • O*Net Online
October 20	<p>Discussion Board assignment due. Film Analysis Due. Email this paper to me: monicag@sulross.edu</p>
October 22	<p>Chapter 8 <i>Career Counseling Strategies and Techniques for the 21st Century</i></p> <ul style="list-style-type: none"> • Current career counseling issues • Magazine articles • High School Pathways • Four-year Plans • Career Fair • "Change" Theory • The 3 phases of Career Counseling
October 27	<p>Discussion Board assignment due</p>
October 29	<p>Chapter 10 Career Development Interventions in the Elementary School</p> <p>Chapter 11 Career Development Interventions in Middle Schools</p>
November 3	<p>Discussion Board assignment due. Interview Paper Due, email this to me; monicag@sulross.edu</p>
November 5	<p>Chapter 12 Career Development Interventions in High Schools</p> <p>Chapter 13 Career Development Interventions in Higher Education</p>
November 10	<p>Discussion Board assignment due. Personal Analysis Due, email this to me; monicag@sulross.edu</p>
November 12	<p>Chapter 14 Career Development Interventions in Community Settings</p>
November 17	<p>Discussion Board assignment due.</p>
November 21-23	<p>Thanksgiving Holidays</p>
November 26	<p>PowerPoint Presentation Due.</p>
December 3	<p>Chapter 15 Ethical Issues in Career Development Interventions</p>

December 10

FINAL EXAM (Test will be taken on Blackboard. Multiple choice and essay questions) 8:00 a.m. until 12 midnight.

ASSIGNMENTS AND REQUIREMENTS

Exam:

You will have a final exam worth 20% of your overall grade. The Final exam consists of 45 multiple choice questions worth 2 points each and you get to select **two** out of four essays, worth 5 points each. 20%

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. **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.** 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 21st century. **Every time that you use terminology from assignments and your book, you are to highlight this in yellow. This will help you focus on using career development and related career theories.** This paper should be six to eight typed, double-spaced, pages in length. 15%

Film Analysis:

You will select and view a film in relation to career development and related theories. Your analysis must be written in relationship to career development. Every time that you use terminology from assignments 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%.

PowerPoint Presentation:

Each individual will prepare a PowerPoint presentation over a particular career counseling population. Counseling issues and strategies relevant to that particular population need to be emphasized. In your presentation, follow the Ten Steps outlined in Chapter 9.

Possible populations to consider include: single parents, professionals (wanting to change careers), military (individuals leaving military service after short term 4 years, or long term 10+ years), paraprofessionals, trade workers, high school students, college students, individuals after 50 years old, recently released inmates, parolees, displaced workers, recent immigrants, etc...

15%

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 at midnight as noted on the syllabus.** No late assignments will be accepted. 25%

Disability Statement

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College – Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu

Distance Education Student:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. 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.