

Career Development Across the Lifespan

Counseling 510

Fall 2009

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Description

Counseling 510 introduces theories and methods for providing career counseling, programs, services and resources to various school, business and community settings. Participants will learn about and reflect upon the role of work throughout the ages and how work is a central theme within the lives of many people. The course provides opportunities for participants to discuss and integrate modern career counseling theories into their future practices. Participants will engage in both group and individual projects to learn how to use career counseling theories, career counseling assessments, respond effectively to career counseling cases, and locate and design career counseling interventions and activities.

Counseling 510 is based on updated standards for counseling programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course prepares participants in knowledge areas tested in the Career Development section of the National Counselors Examination (NCE).

Objectives

Participants will meet these objectives, addressed in 2009 by CACREP II, K, section 4, items a – i. Career Development – studies that provide an understanding of career development and related life factors, including, but not limited to, the following -

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- career development theories and decision-making models;
- career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems and other electronic career information systems;
- career development program planning, organization, implementation, administration and evaluation;
- interrelationships among and between work, family, and other life roles and factors, including the role of diversity and gender in career development;
- career and educational planning, placement, follow-up and evaluation;

- assessment instruments and techniques that are relevant to career planning and decision making;
- technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate worldwide web sites;
- Learn history, theories, methods, models and perspectives of career development. (CACREP II, K4a)
- Access updated sources of occupational information. (CACREP II, K4b, K4g)

Outcome II: Community and Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Identify strategies for successful career advising in school, community and business settings. (CACREP II, K4b, K4c, K4e)

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- career counseling processes, techniques and resources, including those applicable to specific populations;
- Ethical and legal considerations.
- Understand contemporary career issues – such as downsizing, recruitment, retention, leadership, creativity, balance, spirituality, dual-career relationships, school-to-career transition, alternative work arrangements, welfare-to-work initiatives, outplacement and retirement. (CACREP II, K4d, K4i)

Text

Swanson, J.L., and Fouad, N.A (2009). *Career Theory and Practice: Learning through case studies, 2nd Edition*, Thousand Oaks, CA: Sage publications.

**Additional course readings will be accessed through WebCT

Schedule

Sept. 3	Course Introduction, Goals and Objectives, Syllabus Review, Radio Lab Podcast
Sept. 10	Blustein Ch. 2 Review, Discussion, Group Work, & Report “Work Through the Ages” Activity.
Sept. 17	Swanson and Fouad Ch. 1 Review, Discussion & Career Activity. Work Through the Ages Assignment Due
Sept. 24	Blustein Ch. 6 Discussion & Current Research Introduction of CRRC Group Project Assignment.
Oct. 4	Swanson and Fouad Ch. 6 Review, Holland Codes & Implications. Experiment working with Holland Codes.
Oct. 8	Swanson and Fouad Ch. 7 Work Adjustment, Interventions, & Cases.
Oct. 15	CRRC Group Project Presentations

Oct. 22	CRRC Group Project Presentations
Oct. 29	Swanson & Fouad Ch. 8 Super, Life Span, Life Space & movie
Nov. 5	Ch. 10 Review, Social Cognitive Theory, Bandura, Goal Setting & Motivation.
Nov. 12	Assessment Day
Nov. 19	Thanksgiving Holiday
Nov. 26	Blustein Ch. 8 Discussion & Theory Integration Assessment Reflection Due.
Dec. 3	Ethics Quiz and Work Day
Dec. 10	Qualitative Career Assessment Due, Course Evaluation & end of the Class Celebration

Assignments

Work Through the Ages (50 points)

Map your families' journey through the historical benchmarks outlined within Blustein (Ch.2). What kind of work did your Great Grandparents, Grandparents, Parents and/or other influential people in your life do? What attitudes and beliefs regarding the world of work were communicated to you? What lessons can you take away from their experiences and how have they shaped your current career outlook? This paper should be reflective and/or narrative in style. This paper should not exceed three pages. If you wish to use resources beyond Blustein, appropriate APA citations should be applied.

Course Journal (50 points)

Five chapters reviewed in class will include a journal entry (10 points each). Journal entries consist of your responses to writing prompts provided by the instructor or your own key points gleaned from the chapters. The entries are not graded, but will be useful for class participation and future career counseling analysis (aim for about one or two pages).

Career Research, Resource and Creativity Group Project Presentation (50 points)

This group presentation includes identifying a shared interest or topic among your classmates. The topic must in some way relate back to career counseling or development. The presentation consists of three distinct areas:

1. Identify an article or series of articles from prominent professional Career Development journals or related fields. Share the aspects of the research that are interesting and/or important. Be sure to outline the population, methodology, and implications of the studies before expressing your group's opinion. Limitations of the studies, either noted by the author or the group, should also be included. Conceptual pieces (articles that do not include a specific study) should be used in conjunction with empirical studies.

2. Identify a career counseling or career development resource (e.g., website, activity, organization, etc.) and present the resource to the class. Reference materials (e.g., lesson plans, website addresses, organizational contact information) should be made available for classmates. Demonstrating the resource online or leading the class in an activity may be useful ways to approach this objective.
3. Finally, identify some creative way that the theme or topic has been expressed (e.g., poem, song, play, commentary, short video, visual art, etc.) and share it with the class.

**For example, the topic of autism would include: Research on autistic career development, specific resources for people attempting to help autistic individuals find job placement, and finally a documentary chronicling the working life of a man with autism.

Assessment Reflection (50 points)

Reflect upon your reactions to the presentation or discussion on Assessment Day. What did you learn about the importance of assessment? What aspects of the assessment process did you find useful? How do you plan to use assessments within your future work? This reflection should not exceed two pages.

Ethics Quiz (50 points)

An Ethics Quiz will be provided in class on August 17, 2009.

Qualitative Career Assessment & Analysis (100 points)

The Qualitative Career Assessment and Analysis can be considered the summative assignment for the course. The assignment consists of three phases:

1. *Qualitative Career Assessment Activities*- Explicit instruction and resources to complete a comprehensive qualitative assessment of a willing volunteer will be provided in class. The assessment will include: a. a life role analysis, b. completion of an extended family genogram, c. identification of career life themes, and e. active goal-setting.
2. *Reflection*- The second phase involves an extensive reflection regarding insights and experiences throughout the Qualitative Career Assessment activities. Great attention should be paid to personal performance in relation to the building of a positive 'working alliance'.
3. *Theoretical Analysis*- The third phase involves connecting the qualitative assessment to relevant career counseling theory. The purpose of this analysis is to demonstrate a working knowledge of the theories and should not be comprehensive. Rather, the analysis should create an argument that describes how a specific theory or theories best fits the case.

Course Overview

Attendance & Participation	50 points
Chapter Journal	50 points

WTA Personal Reflection	50 points
CRRC Group Presentation	50 points
Assessment Reflection	50 points
Ethics Quiz	50 points
Qualitative Career Assessment	100 points
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Possible total	400 points

Course Policies and Procedures

Attendance and participation at all class meetings is required. Special situations need to be arranged with the instructor. Each unexcused absence will result in the deduction of 25 participation points.

Grading Scale (percentage) is as follows:

100-94 = A	82-80 = B-
94-90 = A-	79-77 = C+
89-87 = B+	76-73 = C
86-83 = B	72-70 = C-

All assignments are due when specified within the syllabus or assigned within class. An “Incomplete” grade must be approved at least one week prior to the end of the course. In keeping with university policies and procedures, if coursework is not completed by the tenth week of the next semester, the “Incomplete” reverts automatically to an “F.”

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, have the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Requests for Accommodation:

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified.