



COLLEGE OF
EDUCATION

Seattle University
901 - 12th Avenue
PO Box 222000
Seattle, WA 98122-1090

**Department of Counseling and School Psychology
Winter Quarter 2009**

The College of Education's Organizing Theme

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement

The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION

COUN 512
Lifespan Career Development
3 Credits
Mondays, 4:15 - 6:55 PM
FINR 116

INSTRUCTOR

Chris Wood, PhD, NCC
Loyola 206
Office hours by appointment
206-296-5749 (office)
206-296-1892 (fax)
E-mail: woodc@seattleu.edu

TEXT and MATERIALS

Required:

Niles, S. G., & Harris-Bowlsbey, J. (2005). *Career development interventions in the 21st century* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc (Merrill Prentice-Hall).

Whitfield, E. A., Feller, R. & Wood, C. (2009). *A counselor's guide to career assessment instruments*. (5th ed.). Broken Arrow, OK: National Career Development Association.

Recommended:

Herr, E. L., Cramer, S. H., Niles, S. G. (2004). *Career guidance and counseling through the lifespan: Systematic approaches*. (6th ed.) Boston, MA: Allyn & Bacon.

Additional Readings:

Additional readings as assigned.

COURSE DESCRIPTION

Graduate Bulletin Description:

Studies career development throughout the lifespan. Exploration of models and theories of career development and forces that shape career-decision making from pre-school through retirement. Includes sources of career information relevant to educators, human resource specialists and counselors.

Course Purpose:

To help students understand theories of career development, learn to utilize career assessments, access career information, and examine the impact of career on the lives of individuals with whom they will be working, as well as reflect on their own personal/professional career development.

Professional Standards:

This course emphasizes knowledge and skills related to the following professional standards:

o Council for Accreditation of Counseling & Related Educational Programs (CACREP)

Career and lifestyle development – studies that provide an understanding of career development and related life factors.

o National Career Development Association (NCDA)

- Career Development Theory
- Individual/Group Assessment
- Information Resources
- Special Populations
- Research/Evaluation

COURSE & STUDENT OBJECTIVES:

Course content is designed to meet current *CAS standards for Career Planning and Placement* (1997) and CACREP (2001) standards for the Career Development content area (IV a-i):

- a. *Can identify and utilize career development theories, career-based software, and career instruments to assist clients with career counseling;*
- b. *Can describe how social, cultural, and political factors influence career decision-making processes;*

- c.* career development theories and decision-making models;
- d.* career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
- e.* career development program planning, organization, implementation, administration, and evaluation;
- f.* interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
- g.* career and educational planning, placement, follow-up, and evaluation.\
- h.* assessment instruments and techniques that are relevant to career planning and decision making;
- i.* technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
- j.* career counseling processes, techniques, and resources, including those applicable to specific populations; and
- k.* ethical and legal considerations.

Student Objectives:

1. A comprehension of major theories of career development as demonstrated through the application of such theory/theories to the case study conceptualization.
2. Knowledge of career development interventions such as career assessments and occupational information as demonstrated through the interpretation of career assessments in the case study assignment.
3. Knowledge of sources for occupational information as demonstrated through accessing and utilizing career information resources with the case study.
4. Experience in using career development interventions with individuals and conceptualizing systemic career development interventions as demonstrated through the case study.
5. An understanding of the career development needs of special populations as demonstrated through the group presentation.
6. An awareness of accessing and understanding current research in the field of career development.

CONTENT AREAS

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Related Standards:

- II.K.4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:
- a. career development theories and decision-making models;
 - b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
 - c. career development program planning, organization, implementation, administration, and evaluation;
 - d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
 - e. career and educational planning, placement, follow-up, and evaluation;
 - f. assessment instruments & techniques that are relevant to career planning & decision making;
 - g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems & appropriate world-wide web sites;
 - h. career counseling processes, techniques, and resources, including those applicable to specific populations; and
 - i. ethical and legal considerations.

COURSE INSTRUCTIONAL METHODS

The following methods will be used throughout the course: didactic instruction, guided web-based instruction, video, live demonstration, role playing, small group projects, student presentations, and structured group exercises. Most classes will follow this format/schedule:

- I. Review prior class material/Check-in re: questions
- II. Didactic Instruction followed by structured exercise/small group discussion
- III. Break
- IV. Career Development Activity/Career Assessment Instrument
- V. Activity Processing/Assessment Interpretation/Live Demonstration
- VI. Career Counseling Paired Practice

COURSE REQUIREMENTS

1. Exams
2. Special Population Presentation
3. Research Summary
4. Case Study
5. Attendance
6. Participation

Exams. There will be three exams throughout the course. Each exam will cover material from the reading(s) and lectures. The exams will be cumulative in nature and are tentatively scheduled for **January 27, February 17, and March 17.**

Special Population Presentation. Groups of 2-4 will give a presentation on career development issues relative to a special population. Students will sign up for the special population topics by the second week of class. The presentation will be 10-15 minutes in length and will include a handout for students in the class. The handout should be a synopsis of the essential information on the chosen topic and include suggestions for using career assessments with the special population. Students should start with Niles & Harris-Bowlsbey Ch. 4 (Herr, Cramer, & Niles chapters 5 & 12 can be a resource as well) to develop their presentations and utilize the Whitfield, Feller, & Wood text as a resource for career assessments. Each presentation must utilize Microsoft Powerpoint and may utilize additional technology and/or audiovisual aids. **Due February 3.**

Research Summary. Students will find a research article related to a career development area of interest and subsequently write a research summary. See the handouts “Requirements for Research Summary” and “Research Summary Grading Scheme.” **Due February 24.**

Career Assessment Selection. Students are presented with a hypothetical ‘client’ and are required to suggest a career assessment (or career assessments) for use and articulate a rationale for using the suggested assessment. **Due February 17.**

Case Study. Graduate Students (hereafter referred to as ‘career counselors’) will be paired with a fellow student (hereafter called ‘client’) in the course to conduct a minimum of four career counseling sessions. In the initial session career counselors will utilize their counseling skills to build rapport and gain an understanding of the client. In the second session the career counselor will interpret a career interest inventory (in most cases this will be the Strong Interest Inventory/Skills Confidence Inventory) for the client. In the third session career counselors will assist the client in accessing and utilizing occupational information relevant to their career interests. For the fourth/final session, career counselors may choose one of the activities introduced in class (work genogram, values/skills card sorts, etc.) or any of the activities discussed in the text. The career counselors must also incorporate closure into this fourth and final meeting with the client. This assignment may involve some meeting times outside of class. The career counselors/clients are expected to be flexible in arranging meeting times and behave professionally at all times. After finishing the career counseling sessions COUN 512 students are to write a final paper on the client as a ‘case study.’ See the Case

Study Grading Scheme for further information on paper requirements and evaluation criteria.
Due - no later than 5 p.m. March 17th!

Attendance. Attendance is an essential component of this course. Students are expected to attend every class and notify the instructor in the event of an emergency that necessitates missing class. Completing the career counseling sessions with the assigned 'client' is considered a factor in attendance points. Missing part or all of a scheduled class time will result in the automatic loss of 5 points.

Participation. Students are expected to complete all of the required career assessments (CDI, SII & SCI, MBTI, etc.) and engage in all the experiential career development activities introduced throughout the course. Moreover, completing all the career counseling sessions with the assigned 'client' is the most important element of overall class participation. Missing part or all of a class activity and/or career assessment will result in the automatic loss of 5 points.

GRADING CRITERIA

**** See grading schemes for each assignment (posted on Angel)**

GRADING WEIGHT

<i>Assignment</i>	<i>Points</i>	<i>Percentage of total grade</i>
Exams	150 (3 @ 50 pts each)	37.5%
Special Population Presentation	50	12.5%
Research Summary	20	5%
Career Assessment Selection	20	5%
Case Study	100	25%
Attendance	30	7.5%
Participation	30	7.5%
Total	400	100%

GRADING SCALE

A=94%+; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C+ = 77-79%; C = 74-76%; C- = 70-73%; D = 60-69%; F = 59% & below

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1 1/6/09	Introduction to the course – The ABCD's <i>Theory: Trait/Factor</i> Career Development Activity: Name tags	II.K.4 a, d, g	Syllabus Niles & Harris-Bowlsbey, Ch. 1	II.K.4.a
Class #2 1/13/09	A: Assessing Needs and Establishing Goals <i>Theory: Super</i> Career Development Activity: Vocopher: CDI, CMI, ACCI	II.K.4.a, d, f, g, h	Niles & Harris-Bowlsbey, Ch. 2 Whitfield, Feller, & Wood, Ch. 1 DUE: CDI results	II.K.4.a, f
Class #3 1/20/09	Interests & Confidence <i>Theory: Holland</i> Career Development Activity: SII & SCI	II.K.4.a, f, g, h	Niles & Harris-Bowlsbey Ch. 3 Whitfield, Feller, & Wood, Ch. 2 Due: SII & SCI results	II.K.4.a, d
Class #4 1/27/09	B: Beneficial Interventions/Programming <i>Theory: CASVE</i> Career Development Activity: Work Genogram	II.K.4.a, c, d, f	Niles & Harris-Bowlsbey Ch. 5 Whitfield, Feller, & Wood, Ch. 3 Exam #1	II.K.4.c, f
Class #5 2/3/09	Special Population(s) Presentations Career Development Activity: Card Sorts	II.K.4.d, f, h	Niles & Harris-Bowlsbey Ch. 4 Whitfield, Feller, & Wood, Ch. 7 Due: Handout for Presentation	II.K.4.d, f, h
Class #6 2/10/09	Career Development Program Planning Career Development Activity: Keirsey & MBTI	II.K.4.c, e, f	Niles & Harris-Bowlsbey Ch. 12 & 13 Whitfield, Feller, & Wood, Ch. 4 Due: MBTI Results	II.K.4.c, e
Class #7 2/17/09	C: Career Information Career Development Activity: O*NET & Web Sources for Career Information	II.K.4.b, g	Niles & Harris-Bowlsbey Ch. 6 & 7 Whitfield, Feller, & Wood, Ch. 5 Exam #2 Due: Career Assessment Selection	II.K.4.b, g
Class #8 2/24/09	D: Determining Effectiveness CCDS, CDMSE, CDI Career Development Activity: EzAnalyze	II.K.4.c, e	Niles & Harris-Bowlsbey, Ch. 15 Due: Research Summary	II.K.4.c, e

Class #9 3/3/09	Ethics & Competencies	II.K.4.i	Niles & Harris-Bowlsbey Ch. 14 & Appendix B Whitfield, Feller, & Wood, Ch. 6	II.K.4.i
Class #10 3/10/09	Closing Career Counseling Work Case Study Review	II.K.4.h	Due: Case Study - Rough Draft	II.K.4.a-i
Class #11 3/17/09	Case Study final (due in Angel Dropbox)	II.K.4.a-i	Exam #3	II.K.4.a-i

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY which includes the issue of plagiarism

*The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University **Student Handbook** which can be found on the web site of the Division of Student Development at the following URL:*

<http://www.seattleu.edu/studentdevelopment/>

Grading Grievance - Procedure for Challenging Course Grades

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found in the *SU Student Handbook*, pp. 24-7, and it is available for download as a "pdf" file if you choose the "Student Handbook" hotlink from the left navigation area at the following URL:

<http://www.seattleu.edu/studentdevelopment/>

The following URL directly downloads the policy document in pdf format:

<http://www.seattleu.edu/studentdevelopment/filelib/1010.pdf>

Fair Process Policy for the Colleges of Education, Arts & Sciences, and Nursing

The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or

continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

A copy of the fair process policy can be found in the *SU Student Handbook*, pp. 27-30, and it is available for download as a pdf file from the following URL:

<http://www.seattleu.edu/studentdevelopment/>

The following URL directly downloads the policy document in a text format:

<http://www.seattleu.edu/registrar/page.aspx?ID=185>

BIBLIOGRAPHY

Campbell, R. E., Connell, J. B., Boyle, K. K., & Bhaerman, R. D. (1983). *Enhancing career development: Recommendations for action*. (ERIC Document Reproduction Service No. ED 227 303)

Dagley, J. C. & Salter, S. K. (2004). Annual review: Practice and research in career counseling & development. *Career Development Quarterly*, 53, 98-157

Guindon, M. H. & Richmond, L. J. (2005). Annual review: Practice and research in career counseling & development. *Career Development Quarterly*, 54, 90-137.

Harrington, T. F. & Harrigan, T. A. (2006). Annual review: Practice and research in career counseling & development. *Career Development Quarterly*, 55, 98-167.

Tien, H-L. S. (2007). Annual review: Practice and research in career counseling & development. *Career Development Quarterly*, 56, 98-140.

Whiston, S. C., Sexton, T. L., & Lasoff, D. L. (1998). Career-intervention outcome: A replication and extension of Oliver and Spokane (1988). *Journal of Counseling Psychology*, 45, 150-165

PROFESSIONAL STANDARDS

American Counseling Association:

http://www.counseling.org/Content/NavigationMenu/RESOURCES/ETHICS/ACA_Ethics.pdf

The National Board for Certified Counselors:

<http://www.nbcc.org/depts/ethicsmain.htm>

National Career Development Association:

<http://www.ncda.org/pdf/EthicalStandards.pdf>

<http://www.ncda.org/pdf/counselingcompetencies.pdf>

National Career Development Guidelines:

<http://www.acrnetwork.org/ncdg.htm>