I. COURSE TITLE AND NUMBER

Educational Psychology 730
Career Development and Counseling

II. SEMESTER CREDIT HOURS

Three

III. TEXTBOOK


IV. CATALOG DESCRIPTION/PURPOSE

The course covers theories of vocational development, career education, career development, and the significance of the world of work in the lifestyle of individuals. The strategies related to career exploration, career-related assessment, application of career development materials, technical and college career tracks of curriculum development, exploration of gender and cultural/ethnicity issues that may affect the career development of individuals in our society are emphasized.

V. RATIONALE

The course is intended for persons who will serve as school counselors or community agency/mental health counselors. In the modern world, students have a demanding need to understand the reality of the world of work. The choice of work/career is one of the most important decisions a person will ever make in their life. It determines to a large extent how your life will be lived, who will be chosen as friends, where you will live, what values and attitudes will be adopted, and in general it maps a general plan of living for your family.

VI. COUNSELOR EDUCATION MODEL

The UTM Counselor Education Program is designed to develop counselors who are enhancers of human development; that includes establishing a helping relationship, assessing the problem, helping the client to identify goals for change, and identifying interventions that will help the client to achieve desired outcomes. The counselor education program is based on a conceptual framework that has been derived from best practice and current research. The following components represent the knowledge and skills that a counselor who enhances human development is expected to acquire. Those components, which are highlighted, are those to which this course expressly teaches.

A. Historical Development
B. Assessment and Appraisal of Human Needs and Resources
C. Counseling Approaches, Interventions, or Treatment
D. Counseling: Content, Process, and Practice
E. Career Development and Awareness
F. Social and Cultural Foundations
G. Research in Counseling

VII. PERFORMANCE-BASED OUTCOMES/LEARNING ACTIVITIES

Cognitive Objectives

The student will be able to:

1. Define and discuss the concept of career development PreK-12 (Conceptual Framework: E) (1, 4, 5, 9, 11)
2. Define career counseling and how it can enhance career development: conduct small groups of students for the purpose of career development and guidance (Conceptual Framework: E) (7, 11)
   (State Matrix: 4)
3. Understand the role of the school counselor in assisting individuals towards achieving some understanding of how career development can enrich a person’s life (Conceptual Framework: E, F) (3,4, 5, 11)
4. Understand the role of the school in helping students receive career counseling and career information, understand changes in society and stress the importance of a comprehensive career development plan (Conceptual Framework: E) (8, 11) (State Matrix: 5, 6)
5. Discuss and justify the need for career education in our nation’s schools and curriculum advising students on careers from grades K-12 (Conceptual Framework: E) (3, 11) (State Matrix: 6)
6. Understand the difficulties minorities may face and must deal with in order to secure a career path (Conceptual Framework: E, F) (1, 11)
7. Discuss the role of technologies, personality factors, values and attitudes that may play in career development and assessment (Conceptual Framework: B, E) (9, 11) (State Matrix: 5, 6)

Affective Objectives:

The student will be able to:

1. Understand how work furnishes people with a sense of achievement and satisfaction (Conceptual Framework: E, F) (1, 11)
2. Empathize with workers who complain that their jobs are not providing them with a sense of accomplishment (Conceptual Framework: E, F) (9, 11)
3. Understand the role of work in human development and the interface of work and family life (Conceptual Framework: E) (1, 11)

VIII. COURSE CONTENT

1. Discussion of the history of career counseling and development.
2. Theoretical Perspectives of career counseling.
3. Overview of how a counselor can provide career information and counseling services in a school or other work setting. Discussion of essential books/materials available to counselors, for example: the Dictionary of Occupational Titles and the Occupational Outlook Handbook, and career websites and other career information resources available on the Internet.
4. Examination of the various theories including: the nature of the need for Career Counseling and Development, the Theories of Career Development-Need Theories, Psychoanalytic Theories, Sociological Theories, and Developmental Theories.
5. An explanation of the Career Education Concept in schools.
6. The student will plan one visit to local businesses or industries and make a
written report to the instructor on the type of jobs at the worksite, salaries, benefits and future employment outlook for those occupations with an emphasis on counselors being cognizant of the school to work emphasis in our society.

7. An overview discussion of the complex nature of work and how it impacts the lives of all people.
8. Discussion on the future trends/needs of the labor market/jobs.
9. Explore computer assisted career information/technology: especially resources available on the Internet

TEXTBOOK CHAPTERS

PART I. Foundations of Career Counseling

1. History of Career Counseling: From Frank Parsons to Twenty-first Century Challenges
2. Career Counseling: Theoretical Perspectives
3. Toward a Holistic View

PART II. Skills and Techniques

5. Individual and Group Assessment and Appraisal
6. Using Information and Technology in Career Counseling
7. Developing Comprehensive Career Development Plans for Your Clients
8. Program Promotion, Management, and Implementation
9. Supervision, Coaching, and Consultation

PART III. Contextual Perspectives on Career and Lifestyle Planning

10. Career Counseling in Schools
11. Career Counseling in Mental Health and Private Practice
12. Career Counseling in Vocational Rehabilitation Settings
13. Career Counseling with Couples and Families

PART IV. Career and Lifestyle Planning with Specific Populations

14. Gender Issues in Career Counseling
15. Career Counseling with Gay, Lesbian, Bisexual, and Transgendered Clients
17. Career Counseling for Clients with Addictive Behaviors

IX. COURSE REQUIREMENTS/EXPECTATIONS/EVALUATION

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester.

A. EXPECTATIONS

1. All students are expected to do all assigned readings.
2. All assignments and examinations are to be submitted when due.
3. All students are expected to participate on the discussion board.

B. EVALUATION PROCEDURES

1. EXAMINATIONS. There will a ten question quiz on each chapter of the textbook. Each question is worth one point. 180 pts.
2. **PERSONAL CAREER GOALS & PLAN.** There will be a brief paper (2 or 3 pages called “A Perfect Day”) for students to express their own career goals and aspirations. 30 pts.

3. **JOURNAL ARTICLE CRITIQUES.** Each student will read, summarize and critique two articles from professional journals in the area of career guidance and counseling. 20 pts. each

4. **CASE STUDY REPORTS.** Students will work in pairs or small groups to analyze and devise a written report based on video cases. There will be five cases in all. 30pts. Each

5. **EMPLOYMENT SITE OBSERVATION.** Each student will visit one local work site for a tour and/or interview with the Human Resource Director or other appropriate HR personnel in a career field. This may include any of the following: business, manufacturing, healthcare, sales and marketing (retail), recreation and travel, arts and entertainment, hospitality (hotel or food & beverage), law enforcement and public safety, construction, transportation, and educational and vocational training programs. A form for recording the information from your work site visit is included in course materials on Blackboard. 30 pts.

6. **DISCUSSION BOARD POSTS.** Students will be expected to comment on the Discussion Board topics and will receive up to 10 points for their initial post and up to 5 points for a response to another student’s discussion post. 15 pts each.

8. **STYLE.** All work should be typed, double-spaced and follow APA guidelines.

C. **GRADING.** All examinations, papers, and other course work including group work and site visitations will be evaluated on a point basis as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>180</td>
</tr>
<tr>
<td>Personal Career Plan</td>
<td>30</td>
</tr>
<tr>
<td>DVD Case Studies</td>
<td>150</td>
</tr>
<tr>
<td>Journal Article Critiques (2)</td>
<td>40</td>
</tr>
<tr>
<td>Employment Site Visit</td>
<td>30</td>
</tr>
<tr>
<td>Participation on Discussion Board</td>
<td>225</td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 655

A = 90 - 100%
B = 80 - 89
C = 70 - 79
D = 65 - 69
F = less than 65%

X. **OTHER RESOURCES**

Access to a computer and a DSL internet connection (dial up will not work for online courses). Access to professional journals on career development, counseling, and training are also required.

XI. **PREREQUISITES**

Admissions to the graduate program in the College of Education

XII. **FACULTY FREQUENTLY TEACHING COURSE**

Dr. Linda Blanding

XIII. **PROGRAMS IN WHICH THIS COURSE IS REQUIRED**

M.S. in Education with a major in counseling (school or community agency/mental health)
Course can be taken as an elective in any other graduate program.

All of the above information and requirements are accurate at this writing (1/10). The instructor retains the right to make alterations and adjustments to this syllabus as necessary.