**Fall 2011  Florida Gulf Coast University**

**College of Education**

Vision Statement: “*Learners and leaders of today and tomorrow*”

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

**MHS 6340 Career Development CRNS:**

**Madelyn L. Isaacs, Ph.D. Professor**

**Russell Sabella, Ph.D., Professor**

Isaacs

AB3 #246

590-7785 misaacs@fgcu.edu

Office Hours: M & W 3:30-5:00 and by appointment

Sabella

AB3# 269

590-7782 rsabella@fgcu.edu

Office Hours: M & W 3:30-5:00 and by appointment

**Course email distribution:** **crn81541@eagle.fgcu.edu** **and** **crn81539@eagle.fgcu.edu**

**or through the Angel website.**

**Class website: elearning.fgcu.edu  Then follow directions to add the course and register your email account. (bookmark this site)**

Academic Building Three 121 Academic Building Three 125

**Class location and time:** Hybrid course; Class meets periodically as scheduled in AB3 121 and 125, Wednesdays, 5:00 pm - 7:45 pm as scheduled.

Catalog Description: Introduction to career development theory and practices including methods of identifying and delivering career information, counseling, and assessment for career development and decision-making, career programs and services in schools and community organizations, and technology as part of career development methods.

While most people would agree that we must work to survive, we also work to satisfy many other key needs beyond mere survival. Having satisfying work has been identified by various theorists and philosophers as one of the major continuing tasks of life. Knowing how to make such choices throughout our lives (as we will make several key choices that impact our paid and unpaid work). Counselors, whether they work in schools or community settings, must be prepared to help clients assess their career options and assist in making choices throughout the lifespan.

Goals & Objectives: At the end of the semester, students will be able to:

1. Discuss the role of career counseling in mental health and treatment models and in school counseling and the ASCA National Model.
2. Demonstrate comprehension of theoretical positions of career development/choice
3. Demonstrate career counseling and interviewing techniques.
4. Demonstrate an understanding of career programs, interventions and information.
5. Identify and utilize computerized tests in assessing an individual’s career choices.
6. Demonstrate adaptations required for diverse populations (i.e., gender, addicts in recovery, students of varying ages, people with disabilities, etc.)

CACREP Standards

 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 and techniques that are relevant to career planning and decision making;

 g. technology-based career development applications and strategies, including computer-assisted career guidance and information systemsand appropriate world-wide web sites;

 h. career counseling processes, techniques, and resources, including those applicable to specific populations; and

 i. ethical and legal considerations.

**Primary Methods of Instruction**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| x | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| X | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
| X meets four times | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
| X | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Florida Department of Education: Guidance and Counseling Competencies**

**Knowledge of career development and postsecondary opportunities**

1. Demonstrate knowledge of major career development theories.

2. Identify guidance activities related to career development.

3. Apply decision-making models with students in various stages of career development.

4. Identify and evaluate materials to be used in career development.

5. Interpret student appraisal data relevant to career development.

6. Identify appropriate procedures to assist students in developing employability skills.

7. Demonstrate knowledge of resources available to provide specific information about educational and technical training opportunities.

8. Identify ways to assist students in selecting postsecondary opportunities.

9. Demonstrate knowledge of financial assistance sources for further educational opportunities.

**Knowledge of academic advisement**

1. Identify approaches for enhancing student awareness of academic and other requirements for graduation and scholarships.

2. Interpret student academic assessment data for appropriate educational placement and student progression.

3. Identify approaches for assisting students with course selection to prepare for postsecondary educational or employment opportunities.

**Florida Educator Accomplished Practices (FEAPS)**

Students who earn a passing grade in this course will have demonstrated proficiency on the Florida Educator Accomplished Practice # 8: **Knowledge of the Subject Matter.)**

Required Texts: Brown, D. (2011). *Career Information, Career Counseling, and Career Development, 10th ed. Revised printing* Boston: Pearson.

Sharf, R. S. (2010). *Applying career development theory to counseling,* 5th ed. Pacific Grove, CA: Brooks/Cole.

Evaluation: Student comprehension of course material will be assessed by:

1. Demonstration of proficiency on theories exams.
2. Demonstration of career counseling competence by participating in and producing a case study with a classmate.
3. Demonstration of an understanding of how career development is applied to programs and interventions in various work settings by producing a “ideal program” and program critiques.
4. Demonstration of how theories apply to one’s own career history and path by completing a final individual paper that links one’s own career path to theories studied.
5. Participation in meaningful self-exploration as demonstrated by her/his development of her/his Career Path paper.
6. Demonstration of creative expression combined with an ability to create a practical and useful Career Development Project for students projected (or current) work setting.
7. Demonstrate knowledge of career information and implementation strategies by creating a proscriptive career package as part of the case study assignment.

**Assignments**

*Examinations:* Each theory group will have associated multiple choice tests on-line. Each student must pass each exam with a minimum of 88% in order to pass the course. Not performing up to that standard on any one or more tests will result in a 0 for that section of the course. Students who earn a 0 for that section of the course will not be able to earn higher than a C in the course. All exams will be on-line. (0 or 100 points)

*Case Study:* Students will each be a career client and a career counselor to another student in the course. These will be done in “round robin groups so no single student is the career counselor and career client in the same dyad. The case study will include taking and analyzing career assessments, conducting career history interviews and genograms, developing a career plan with print and web-based information, writing and critiquing a resume, and writing a reaction paper/critique to the experience of being a client of the counselor who served you. The class will come together to identify and discuss their significant learning as client and counselor from this experience.

 *(150 points)*

*Career Project:* Teams of students will be required to develop/create a model career program that describes of career counseling and strategies at a school, mental health or special program setting. This will include references to research and best practices in the field and comparison of actual practices observed in the field with the model program created. The class will all share their results at a class meeting toward the end of the term by completing a Powerpoint Template that will be posted for all students on the web and presented for no more than 30 minutes.

 *(100 points)*

*Career Path Paper:* At the end of the term *s*tudents will write a paper that charts their own career journey to date and as projected that highlights major career and life planning decision points along the way and links each with theories studies and practices that were helpful or would have been helpful.

 (50 points)

*Instructor Evaluation:* Attendance, participation, group evaluations/critiques, quality of writing and counseling observed. (100 points)

Some notes about your performance and evaluation:

* Incomplete assignments will be provided the opportunity for completion before the end of the term or will be severely penalized. When the exam criteria is not met for all theories exams, the resulting grade for all exams will be 0.
* Late assignments lost 10% per week or any part thereof that are late.
* No incomplete grades will be awarded without students proposing and the professor accepting a contract in writing that specifies the work to be completed and the time schedule for its completion.
* At the instructor’s discretion, grades that five (5) points below a whole grade may be awarded a “-“ for that grade. Otherwise; there are no plus and minus grades awarded. (Thus someone with 447 points will earn an A-.)

Grading Scale: On a points accrual basis as follows:

500 points possible

A = 450 points

B = 400 points

C= 375 points

F = 370 points and below.

The College of Education has adopted the use of LiveText software to provide for the improvement of student performance and program quality. As a degree-seeking student you are responsible for purchasing a membership to LiveText during your first course in the FGCU’s College of Education. If you do not have a membership to LiveText, you will need to purchase it immediately**. This is a one-time only purchase.**

All students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in LiveText that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**COURSE SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date and Location | Topic | Assignment Due | Reading | Readings (Note Theory exams are largely but not exclusively from the chapters noted) |
| 8/24 in class | Introductions, syllabus, group formation, introduction to work, evolution of career counseling, and labor/career resources |  | Brown Chapter 1, 7, 13 and 14 | Sharf Chapters 1 and 15 |
| 8/31 in class | Review powerpoint concerning the nature of work; individual satisfaction; life changes; decision making; and labor market planning |  | Brown Chapter 1, 7, 13 and 14 | Sharf Chapters 1, 3, and15 |
| 9/7 – on-line | Career Interviewing and Assessment Strategies |  | Brown Chapter 6, 8 | Sharf Chapter 15 and pp 478. |
| 9/14-10/12 on-line | Counseling Theories I: Trait and Factor, Work Adjustment, Developmental Approaches, Values, Gottfredson | Complete each exam with a 88% or above | Brown Chapter 2, 4 | Sharf Chapter 2, 4, 5, 6, (Exam 1)7, 8, 9, 10 (Exam 2) |
| 10/5 & 12 on-line | Career Implementation Issues: Job search strategies, Writing a Resume and preparing for an Interview | Prepare, critique and revise resume for inclusion with case studies | Brown Chapters 9 and 10 |  |
| 10/19 – on-line | Review information about advising, financial aid and scholarships for post-secondary and vocation/technical education | All case studies submitted to Drop Box in Angel by October 19 | Brown Chapter 9 |  |
| 10/26 – in class | Case Study Symposium | Begin work with Project group on Model Career Counseling Program |  |  |
| 10/26 on-line | Programs and Processes | Continue work with Project group on Model Career Counseling Program | Brown Chapter 5, 11, 12, Appendix  | (All Sharf theories Chapters have sections on working with women and meeting special needs in career counseling) |
| 10/19-11/23 on-line | Counseling Theories II: Learning Theory, Cognitive Information processing, Relational Approaches, Post-Modern Approaches | Complete each exam with a 90% or above | Brown Chapter **3** | Sharf Chapter 12, 13, 14 (Exam 3)11, 15, 16 (Exam 4) |
| 11/23 on-line | Trends, Ethics and Issues | Begin to prepare Final Paper: Life Journey and Integrated Theories | Brown chapters 17 and 18 | Chapter 16, chapter 1 in review; pp 16 -18 |
| 11/30 in class | Program Symposium: Divided by Program Group | Post Your Group Powerpoint for Class to Download; Submit your paper and associated references to section in Angel |  |  |
| 12/7 on-line | Self-Application: Your own journey; where you have been and where you are going (how this course has changed your perspective) | Life Journey and Integrated Theories |  |  |

**Important Notes**

**1.      Class Attendance. As a Hybrid course most of your learning and interaction will be on your own schedule. However, the class does meet several times during the term and you will be required to attend each regularly and completely. Missing one class means you may not be able to earn a grade higher** than a B; regardless of grades and points.  To be considered present you must be in class from beginning to end on a given day. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking in modeling are welcomed and encouraged.

**2.      Confidentiality**. Class participants can sometimes serve as both clients and counselors. Tasks will be real issues for "clients". They don't have to be earthshaking but they do need to be real concerns that give legitimacy to the role-plays. As a result, confidentiality regarding client issues is mandatory. As the "counselor" you will not under any circumstances, carry personal information out of this class for any reason whatsoever.

**3.      E-mail and ANGEL**. Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology**, you are required to open up an account** and become familiar with the computer services available at FGCU. To open your account, you can go to the computer lab in Griffin Hall 208 or can call the Help Desk at 590-7100. **You should know that I will rely significantly on the class e-distribution list for important announcements and other intermittent communications.    As well, the entire course, its notes and assignments are on ANGEL. I do not make copies of documents that I post. I do not want hard copies of documents or exams; all must be submitted to the drop boxes for each assignment in Angel.**

**4.      Written Assignments.** All papers must be written in American Psychological Association (APA) form and style. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct; this means that anything you write and submit will be held to high graduate level standards. **Reminder: all assignments are to be submitted to an ANGEL dropbox.**

**5.      Evaluation**. Evaluation is on a point accrual basis. No one assignment counts as a letter grade. All points are totaled for the final grade.  Assignments are due on the assigned date. Ten percent of the assignment points will be deducted for each week (or portion thereof) that the assignment is late.

**6.   Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239‐590‐7956 or TTY 239‐590‐7930

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Standards Matrix**

