

COUN 412: Career Development (3.0 hrs.)

Texas A&M University - Commerce

Spring 2015 – Tues/Thurs 2:00 PM to 3:15 PM - Location: EDN 121 (subject to change)

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Course Description

This course is an overview of the impact of career services as an instrument of human development and mental health. Emphasis on history of career guidance, contemporary shifts on social values in and the meaning of work, changes in the occupational structure, and work and mental health in today's society.

Objectives

Upon completion of the course, students should be able to:

1. Describe the history, purpose, and context of the field of career counseling.
2. Describe how counselors and other helping professionals assist people with career awareness, exploration, decision-making, preparation, and placement.
3. Identify and describe the components of the principal theories of career development and decision-making.
4. Recognize the typical characteristics of the developmental stages of a career.
5. Compare and contrast how human lifespan development intersects with career development stages.
6. Conceptualize a job search campaign from planning, to conducting, to evaluating.
7. Assess, select, and interpret relevant occupational information on the world of work, labor market trends, career options, and educational opportunities, using appropriate sources.
8. Select, administer, and interpret appropriate assessment tools for identifying career interests, work values, personality style, skills, and aptitudes.
9. Prepare, conduct, and reflect on an informational interview with the purpose of investigating a specific career option.
10. Design, construct, and evaluate job-specific resumes and cover letters.
11. Identify and describe the interconnections between work and personal life roles and how to balance them.

12. Demonstrate basic group and individual communication skills including verbal and nonverbal attending, listening, and reflecting.
13. Assess the unique career problems of special populations including specific challenges, barriers to employment, and obstacles to career success; and design relevant interventions to address those challenges, barriers, and obstacles.
14. Identify and describe the essential components of a career development program that meets the developmental needs of diverse client populations in a global society.
15. Describe and apply the ethical dimensions of providing career planning, guidance, placement, and counseling services.
16. Utilize professional development resources including trade associations, professional associations, and other networks related to career counseling.

Course Format

This is a highly interactive class that includes lectures, guest speakers, discussions, large group activities, small group activities, and assignments that require work outside of the class time.

The goal of the group activities is to provide you an opportunity to increase your awareness of self and others, as they relate to career development. The group activities are not intended to be counseling or therapy. There may be personal issues raised for you that cause you to feel uncomfortable at times. Attendance and attention during group activities is required, but you are free to determine what personal information you wish to share and your grade is not based upon the nature or depth of personal disclosures. Information shared is to be held in confidence.

Readings

- **REQUIRED:** Duggan, M. H., & Jurgens, J. C. (2007). *Career interventions and techniques: A complete guide for human service professionals*. Boston: Pearson/Allyn & Bacon.
- **RECOMMENDED:** Bolles, R.N. (2014). *What color is your parachute? 2015: A practical manual for job-hunters & career changers*. Berkeley: Ten Speed Press.
- Other readings as assigned, including journal articles and online resources

Evaluation Criteria

<i>Assignment</i>	<i>Due Date</i>	<i>Value</i>
Attendance & participation		15 Points
Resume development	2/5	15 Points
Special population poster and presentation	3/3 through 3/12	20 Points
Informational interview	4/9	20 Points
Career autobiography project	5/5	30 Points
Total Points Possible		100 Points

<i>Final grade</i>	<i>Points</i>
A	90-100
B	80-89
C	70-79
D	60-69
F	0 –59

Course Requirements

1. Attendance & participation (15% of your final grade)

This is an active, skills-based class rather than a passive, lecture-style format. You are expected to attend all class sessions, to arrive on time and stay through the end of class, and to actively participate. Participation is not solely measured on the amount or number of times you speak, or on the personal nature of your sharing, but on the thoughtfulness your contributions demonstrate and their value to the session as a whole. Missing classes will negatively affect your grade. Arriving late/leaving early is inconsiderate, and will negatively affect your grade.

You will be collaborating with your fellow students in large and small group discussions and activities. Part of your participation grade is your appropriate use of these activities to help each other develop and polish skills. Failing to attend and participate in these activities will adversely affect your grade.

If you miss a class, you are responsible for obtaining any missed information from your classmates. If you do not read the assigned materials outside of class, it will be evident during class discussions, which will affect your participation grade.

2. Resume development (15% of your final grade)

The creation and refinement of your resume will be accomplished both in and outside of class. We will research types of resumes and cover letters, tailor them to your own personal career goal or a specific job you think you might like to have, and work in pairs to critique and edit each other's. Your final grade for this process includes bringing a rough draft of your own resume and a cover letter to class, working with a partner in class to critique and edit them, and producing a final version of both. On the due date, turn in your rough drafts with edits and your final versions. They are to be in 12 point font, with 1" margins, and printed out to submit at the beginning of the class on the date due.

3. Special population poster and presentation (20% of your final grade)

This assignment will be done in teams. You and your team will research the unique career challenges of a special population, described in Chapters 7-18 of the textbook, and will prepare and present a poster and 20-30 minute presentation to the class. On your poster, you must include the following about this special population:

- a. A description of the population, including current U.S. demographics
- b. A scholarly outline of the research about this group, using the textbook and at least three other academic sources (professional journal articles and/or books)
- c. Identification of their specific challenges, barriers to employment, and obstacles to career success
- d. A brief case study of a hypothetical career counseling client from this population
- e. An overview of the most appropriate assessment and intervention approaches for him/her
- f. A list of all your references, in APA format

The poster should be visually appealing, concise, easy to read, and contain not just large blocks of text but graphics, charts, or images. The poster and your presentation must cover 'a' to 'f' above, to avoid having points deducted. At your presentation, please provide a one-page summary handout for each class member and have a Q&A time for feedback. We will sign up for teams and topics during the second week of class.

For grading purposes, each section of the poster must indicate the name of the team member that did the research and preparation for that section; and each team member must do an equal part of the class presentation. You will each receive an individual grade, not a group grade. If a member of your team is not fully participating in this project, please let the instructor know (after you have attempted to resolve it among yourselves first).

4. Informational interview (20% of your final grade)

Identify a specific job in a career area you are personally interested in. To understand the lived experience of someone in that field, find and interview a person in your community who has been in that job for at least three years. The interview is to be in person, not by phone or email, and should be conducted in their work location so you can experience the feel of that environment. In asking for and scheduling the interview, be very respectful of their time, and send a thank-you note afterward. During the interview, ask these and other related questions:

- a. How did s/he enter this field? How did s/he gather information about and decide on this job? What was his/her prior work experience?
- b. What are the job requirements (education, training, experience, license, etc.)?
- c. What does s/he like most, and least, about this position? In what ways does s/he plan to continue to be challenged here?
- d. Describe his/her typical day.
- e. How does this career fit his/her family and personal life? What is the impact, positively or negatively, of this job on her/his personal life?
- f. What recommendations would s/he give to someone thinking about this general career area or this specific job position?
- g. What are recent changes in this field? What does the future look like for him/her in this job position or this career area?

Write a paper with the following five sections, including section headings: (1) Description - who you interviewed and why; (2) Summary – what you learned during the interview, covering ‘a’ to ‘g’ above; (3) Subjective experience - how it felt to be in that work environment; (4) Application - whether this job seem to fit your own work values, interests, aptitudes, and skills; and (5) Reflection - how this interview influences your career plans. Points will be deducted for papers that do not cover everything, or that do not separate it into the five sections. The paper should be at least four but no more than six pages, plus a cover page. This paper should be double-spaced, 12 point font, 1” margins, and printed out to submit at the beginning of the class on the date due.

5. Personal career autobiography (30% of your final grade)

The capstone of this course is to do for yourself what you would do for a career counseling client.

First, you will self-administer and/or have a career services center administer four different career/vocational assessment tools (one from each category: work values, interests, personality type, and skills/aptitudes). We will do the work values assessments in class, so you will need to seek and complete the other three assessments outside of class.

Second, summarize your assessment results use them to develop a profile of yourself. Using Bolles’ Flower model in the Parachute book, identify the WHAT, the WHERE, and the HOW for yourself. The WHAT is the functional skills/abilities you have and like to use. The WHERE is the context in which you would most like to use those skills. The HOW is what kinds of

workplaces are described by combining the WHAT and the WHERE. The Flower model should guide you, and Bolles gives lots of detail and exercises in his book, but what you turn in doesn't have to look like a flower as long as it has all the elements (petals).

Third, integrate these results into a set of career objectives and interventions for yourself.

You are free to design the final submitted project any way you like – a narrative paper, a set of Powerpoint slides, a self-made video, a 3-ring binder, an e-portfolio, an illustrated storybook, a posterboard, anything you like – be creative, as long as all the material is covered.

Additionally, each student will debrief their experience of creating this career autobiography to their classmates in a small group during class, at the end of the semester.

Tentative Course Outline (subject to change)

Wk #	Dates	Agenda	Deadlines
1	1/20 1/22	Introductions, review syllabus, & career family tree Ch. 1 – Career development & the world of work	
2	1/27 1/29	Surf training, poster topics, and resume types NO CLASS – T.A.C.E.S. Conference	
3	2/3 2/5	Critique and revise resume rough drafts Interviewing skills	Resume draft due Resume final due
4	2/10 2/12	Ch. 5 – Employment campaigns Ch. 3 – Assessment tools	
5	2/17 2/19	NO CLASS – field work Ch. 4 – Information sources	
6	2/24 2/26	Work values assessment tools Bolles' flower model	
7	3/3 3/5	Poster presentations Poster presentations	Presentations due Presentations due
8	3/10 3/12	Poster presentations Poster presentations	Presentations due Presentations due

	3/17	NO CLASS – Spring break	
	3/19	NO CLASS - Spring break	
9	3/24	Human lifespan development	
	3/26	Listening and attending skills	
10	3/31	Ch. 2 – Theories	
	4/2	Ch. 2 – Theories continued	
11	4/7	NO CLASS – field work	
	4/9	Guest speaker	Interview due
12	4/14	Ch. 6 – Designing a career counseling program	
	4/16	Ch. 6 – continued	
13	4/21	Changes in the workplace	
	4/23	Ch. 20 – 21 st century workforce issues	
14	4/28	NCDA guidelines	
	4/30	Ch. 19 – Ethics; and professional development	
15	5/5	Small group debrief of autobiographies	Autobiography due
	5/7	NO CLASS	
16	5/12	FINALS WEEK	
	5/14	FINALS WEEK	

For Students The Americans with Disabilities Act (ADA) is a federal anti-discrimination **Needing Special Accommodations** statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Polices and Procedures, Conduct)

Texas A&M University-Commerce Procedure A12.08.11

General Policies

1. All assigned papers and projects must adhere to the criteria specified. Assignments that do not meet these standards will have points reduced, regardless of content.
2. All assigned papers and projects are due at the beginning of class on the due date. Late submission of assignments will not be accepted unless there is prior permission from the instructor with written documentation of an extreme circumstance indicating a plausible reason for the student's inability to complete the assignment on time. **Field work days are provided for you – please plan your semester well.**
3. Cell phones, ipods, laptops, and notebook computers/tablets are distracting and may not be used during class unless the instructor expressly permits it for a specific activity or if the use of a device is part of a disability accommodation arranged in advance. Points will be deducted from the student's participation grade at the discretion of the instructor without notice if electronic devices are a problem during class.