

Eastern Illinois University
Department of Counseling and Higher Education
Fall, 2018
Career Counseling
CSD 5920

Instructor: Dr. Richard Roberts, Ph.D.
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Office Hours: by request
Classroom: Hybrid (Face-to-Face and Internet)

Purpose of Course: This course is designed to provide an understanding of career development and related life factors. Special emphasis will be placed on counseling processes designed to assess and assist individuals with career development problems and/or issues. Prerequisite: CSD 5500, 5510, 5520, 5530, or by permission of chair.

CEPS Theme: “Educators as Creators of Effective Educational Environments: Integrating Students, Subjects, Strategies, and Societies.”

Textbook: Zunker, V. (2016). Career counseling: A Holistic Approach (9th ed).

Course Objectives: Students will:

1. Apply theories and models of career development, counseling, and decision making (CACREP Standard II.F.4.a)
2. Discuss approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP Standard II.F.4.b).
3. Develop an understanding of the processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP Standard II.F.4.c).
4. Examine approaches for assessing the conditions of the work environment on clients’ life experiences (CACREP Standard II.F.4.d).
5. Develop strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP Standard II.F.4.e).
6. Develop strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP Standard II.F.4.f).
7. Develop strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (CACREP Standard II.F.4.g).
8. Discuss strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP Standard II.F.4.h).
9. Apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP Standard II.F.4.i).
10. Discuss ethical and culturally relevant strategies for addressing career development (CACREP Standard II.F.4.j).
11. Apply strategies to promote equity in student achievement and college access (CACREP Standard 5.G.3.k).
12. Examine models of P-12 comprehensive career development. (CACREP Standard 5.G.1.c).
13. Discuss school counselor roles in relation to college and career readiness. (CACREP Standard 5.G.2.c).
14. Discuss use of developmentally appropriate career counseling intervention and

assessments (CACREP Standard 5.G.3.e).

15. Analyze interventions to promote college and career readiness. (CACREP Standard 5.G.3.j)

Method of Instruction: Several of the following methods will be used: Lecture, small group discussion, large group discussion, PowerPoint presentations, reading assignments, writing assignments, participation in group experiences, student research, internet resources and online quizzes.

Academic Integrity: Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1).

Questions and Grievances: Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

Accommodations for Students: If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Grading Scale: The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

Requirements of Course:

- I. **7 Quizzes over the Reading (175 Points).** You will have an online open-book quiz over assigned chapters to read and video lectures. There are 7 quizzes with 25 questions and each question is worth 1 point. This assignment evaluates Objectives 1 and 2.
- II. **3 Postings within Desire to Learn (D2L) Assessment - Dropbox Section (75 points).** There will be 3 postings using *Microsoft Word* and attached to the appropriate Drop Box within D2L. Students will be required to write on a topic assigned. Papers are to be written in APA style, approximately **5 pages in length** including a cover page and reference page and supported using at least two published research sources (*not counting textbooks or web content*). Each discussion is worth 25 points and is based on content (5 points), analysis (5 points), relevant research support (5 points), writing style (5 points) and APA rules (5 points).

III. Career Theory Application (100 Points): (CACREP Standard II.G.4.a) Write an 8 page paper on the application of the Social Cognitive model to the Case of Gail (**Step 4 in Module 4**). The Social Cognitive model is discussed in chapter two of your textbook and in your packet of handouts.

As a social cognitive career counselor, your job is to help Gail explore her career options. This particular theory is focused on helping clients with their efficacy and outcome expectations issues. Three basic foci of this theory are as follows:

1. Explore options and identify “cognitive foreclosure” issues that might be hindering a person’s ability to make good career decisions.
2. Identify those cognitive barriers that might preclude someone from seeing all of his/her options.
3. Modify faulty self-efficacy and outcome expectations about career and suggest a broadened and more flexible approach to career options.

For this paper consider the focus points mentioned above as well as attempt to offer some answers to the following questions:

1. How might Gail’s self-efficacy beliefs and/or outcome expectations have foreclosed her options? List some examples of those options.
2. What barriers do you see Gail facing in trying to identify her career options?
3. What might Gail’s outcome expectations be about her various career alternatives?
4. Although lacking formal assessment results for Gail, how might you incorporate Gail’s family history and current family situation to educate her about their impact on her career decision making?
5. How might Gail’s learning opportunities be influenced by predispositions, family, location, gender, race/ethnicity and health status?
6. How do contextual affordances play a role in her career thinking?
7. What self-efficacy beliefs and outcome expectations will you modify and how might you communicate these to Gail?

Like the postings assigned, please provide research to support your answers. Please use a minimum of 5 articles and two books (including Zunker if you wish) to support your paper. The paper should be absolutely no longer than 8 pages including title page and references (no abstract). Papers will be reduced by one letter grade if they exceed a total of 8 pages or if you miss the deadline. This means you will need to write clearly and parsimoniously throughout the paper and turn it in on time. The rubric used to grade this assignment will be as follows: content (20 points), analysis (20 points), relevant research support (20 points), writing style (20 points) and APA rules (20 points).

The Department of Counseling and Higher Education expects all research papers, theses, and field studies to be written using APA style. This format for writing and for referencing and citing others' work is based on the Publication Manual of the American Psychological Association, Sixth Edition, 2009. Each student is encouraged to purchase a copy of the APA style manual since its guidelines are used for all departmental courses requiring research papers. This format provides the guidelines for margins, spacing, bibliography, title page, documentation, abstract, tables, and running and short heads.

IV. Counseling Intake Interview and Paper (100 Points): Each student will be required to turn in an intake interview. To accomplish this assignment, you will need to find a volunteer who will agree to a single-session intake interview that will last approximately 1 hour. The volunteer must be either 18 years old with signed Informed Consent Form or 16-17 years old with parental Consent Form (both forms will be supplied by me). This assignment is designed to give you a practical, “hands-on” learning experience in career counseling. As such, to be most beneficial, your volunteer should be someone who is experiencing difficulty in the career decision-making process. This assignment evaluates Objectives 4 & 5.

In conducting the interview, students **should follow the procedures and guidelines outlined below**. After completing the intake interview, the information supplied by the volunteer should be organized into the following outline:

1. Intake Assessment – this section should include
 - a. Demographics (age, gender, family status, contextual affordances, learning experiences, self-efficacy etc.)
 - b. Education (best/worst subjects, awards, scholarships, grade ranking)
 - c. Employment (Job history, Employment likes/dislikes, Volunteer work)
 - d. Medical History
 - e. Career Qualitative Assessment (Early Career Fantasies, Hobbies, Aspirations – How will you know you are important?).
 - f. Additional Assessments – Genogram, Ideal Day, Favorite Movie/Book, etc.)
2. Case Conceptualization – Based on information gained in the intake assessment, this section should include your theoretical conceptualization of the student/client.
3. Treatment Goals – Based on your theoretical conceptualization, list some potential career counseling goals.
4. Objectives – Based on your goals, list some potential objectives. There are usually several objectives for each goal and the objectives are expressed in behaviorally measurable terms.
5. Interventions – How will you help the student/client achieve his/her objectives?

You will be evaluated on this assignment based on the Content (20 points), Case Conceptualization (20 points), Clear Goals and Objectives (20 points), Interventions (20 points) and Writing Mechanics (APA rules and writing style, 20 points).

V. Presentation: (100 Points). You are required to make a 30 minute class presentation on the application of career counseling with a special population as indicated in Zunker. The presentation should utilize PowerPoint (or Prezi) and include a handout, current research and other useful resources on the topic. The presentations will be graded on topic coverage, material quality, writing mechanics and scholarly support. Dr. Roberts will provide a signup sheet for this assignment.

VI. Final: (Credit/No Credit). You are required to create a LinkedIn profile and write a cover letter and resume. The profile, cover letter and resume should indicate your current status as a student and include relevant data for future employers to review for hiring purposes. The assignment is due at the time of a 30 minute appointment to be scheduled with Dr. Roberts during Finals week.

| Criteria for Evaluation: | <u>Points</u> | <u>Grade Distribution</u> |
|----------------------------------|---------------|---------------------------|
| ➤ Quizzes over reading | 175 | 495 - 550 = A |
| ➤ Five Page Postings | 75 | 440 - 494 = B |
| ➤ Career Theory Paper | 100 | Below 440 = C |
| ➤ Career Intake Interview Report | 100 | |
| ➤ Class Presentation | <u>100</u> | |
| Total Points | 550 | |

TENATIVE SCHEDULE

| Module | Date | Topic | Assignment | CACREP |
|---------------|-------|---|--|--|
| Part 1 | | Foundations and Process | | |
| Module 1 | 8/20 | Foundations of Career Counseling | Zunker Chap.1; Quiz - due by midnight on 8/26 | Section II.F.4.a, d |
| Module 2 | 8/27 | Career Counseling Theories | Zunker, Chap. 2; Quiz; Posting #1 due 9/9 | Section II.F.4.a, b, d |
| | 9/3 | Labor Day – No Class | | |
| Module 3 | 9/10 | Career Counseling Models & Process | Zunker, Chap. 3; Quiz - due 9/16 | Section II.F.4.a,b,c,h |
| Module 4 | 9/17 | Intake Interviews | Zunker, Chap. 5; Quiz; Posting # 2 – due 9/23 | Section II.F.4.c, d,e |
| Part 2 | | Integrating Career and Personal Counseling | | |
| Module 5 | 9/24 | Inter-domain Model of Career Counseling – Part 1, 2 & 3 | Handouts; Theory Paper – due 9/30 | Section II.F.4.b, c, e |
| Module 6 | 10/01 | Inter-domain Model of Career Counseling – Putting it all Together | Intake Interview - due 10/14 | Section II.F.4.b, e |
| | 10/08 | Integration Demonstration | | |
| Part 3 | | Career Assessment | | |
| Module 7 | 10/15 | Assessment | Zunker, Chap. 6; Quiz due by midnight on Oct. 21 | Section II.F.4.i; |
| Part 4 | | Career Counseling in Educational Settings | | |
| Module 8 | 10/22 | Career Counseling in Schools | Zunker, Chap. 15, 16; Quiz, Posting #3 due on Oct. 28 | Section II.F.4.f,h; 5.G.1.c; 5.G.2.c; 5.G.3.e, j |
| | 10/29 | Field Trip: Univ. of Illinois | | Section II.G.4.f,h 5.G.1.c; 5.G.2.c; 5.G.3.e, j |
| Part 5 | | Career: Special Populations | | |
| Module 9 | 11/05 | Special Populations | Zunker, Chap. 9; Quiz due Nov. 11 | Section II.F.4.g,j |
| | 11/12 | Presentations | 4 Presentations due | Section II.F.4.g,j |
| | 11/19 | Thanksgiving Break – No Class | | |
| | 11/26 | Presentations | 4 Presentations due | Section II.F.4.g,j |
| Module 10 | 12/03 | Coaching/ Wrap Up | Handouts | Section II.F.4.g,j |

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| | 12/10 | Finals – By Appointment | | Review Resume and Cover Letter |
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Bold = Face-To-Face meetings