

Career Counseling
CED 774
Fall, 2004
Wednesdays 1:00 – 4:00 pm
Ferguson 232

Instructor:

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Course Description

This course is designed for advanced level graduate students admitted to the counselor education program. The course provides an extensive study of the current status of career development and of career counseling theory, research, and practice. The purpose is to provide students with an opportunity not only to examine the existing literature, but also to pose new questions based on these readings. It is assumed that students already have a knowledge and understanding of basic career counseling theories. Prerequisites are admission to the doctoral program and CED 669 or an equivalent course. CED 653C (practicum) is a corequisite.

Methods of Instruction

Course content will be delivered primarily in a seminar style format, with various opportunities for student-led discussions and presentations.

Course Objectives

1. To understand the current and critical needs and practices in the field of career development and practice
2. To understand how to interpret, use, and disseminate career-related assessments.
3. To continue development of counseling skills used when exploring career-related issues
4. To develop the skills to supervise counselors exploring career-related issues
5. To thoroughly examine career theory and its relationship to career counseling with a specific population through the creation of a manuscript or presentation.

Required Readings

Savickas, M. L., & Walsh, W. B. (1996). *Handbook of career counseling theory and practice*. Palo Alto, CA: Davies-Black.

Selected journal articles and book chapters (available through online journals)

Academic Integrity

It is expected that all students will comply with the UNCG Academic Integrity Policy. It is your responsibility to be familiar with this policy in its entirety.

Student Responsibilities

1. Attend all class meetings and complete all assigned reading before class. If you cannot attend class, please let me know ahead of time so that alternative arrangements can be made.
2. Contribute to classroom discussions. Since this is a seminar-style course, it is imperative that all class members participate in order to create a meaningful learning experience.
3. Provide challenging and constructive feedback to their peers on counseling and supervision style and skills, presentation style and skills, and writing style and skills. In return, students receiving this feedback are expected to listen appropriately and receive this information in the positive manner in which it was intended. The purposes of providing feedback are skill improvement and general encouragement.

Course Requirements

1. **Completion of the Career Assessment Packet.** The cost of the assessment instruments is \$ 28.50. Please make checks out to The Counseling and Consulting Clinic. The money is due by August 25 (2nd class). The instruments must be completed and in my box no later than August 27 so that they may be sent to the test publisher.
2. **A presentation on one of the five basic career theories.** Class members, either individually or in pairs, are to select from the following theories:
 - Developmental (Super) – 2 students
 - Typology (Holland) – 2 students
 - Social Learning Theory (Krumboltz) - 1 student
 - Theory of Work Adjustment (Dawis & Lofquist) – 1 student
 - Psychoanalytic Approaches (e.g., Bordin, Adler, Roe) – 1 studentPresentations are to be 30-45 minutes per person and should include:
 - The primary tenets of the theory
 - What the theory indicates about career development, practice, and choice
 - How the theory addresses practice
 - A listing of assessments used in the practice of this theory

- How research supports the theory
- How the theory addresses diversity (e.g., ethnicity, gender, SES)
- Any updates on or changes to the original theory
- Any additional information about the theory or theorists

Presentations will begin on September 1.

3. **Discussion questions on readings.** Each class member will select a week to facilitate class discussion on the assigned readings. The student will create 5-10 questions based on these readings that are designed to challenge the class to critically analyze and review these readings. The student should provide copies of these questions for all classmates and the instructor on the day of the facilitation. Assigned weeks to begin October 13.
4. **Manuscript or Transcript of Presentation.** Through either the creation of a manuscript or a formal presentation, the student will combine theory and practice in a meaningful way. Each student will select a career theory of his/her choice along with a population and then combine the two in a case example.
 - **Manuscript:** The manuscript is to be written as a journal article to be submitted to a relevant career journal (*Career Development Quarterly, Journal of Vocational Behavior, Journal of Career Development*). The first part of the manuscript should detail a career theory. The second part should focus on a population (e.g., first-generation college students, student athletes, retirees, GLBT, rural women). The third section should demonstrate the use of the theory with this population through a detailed case study. The manuscript should conclude with implications and conclusions related to the topic.
 - **Presentation:** A transcript of a 50 minute presentation is to be created. This would be a presentation to be given at either a national conference (e.g. ACA) or to a group of counselors (e.g., school counselors). The transcript should include, word for word, the entire presentation and should include accompanying powerpoint slides and activities to be used in the presentation. The format of the presentation mirrors the manuscript: part one describes a career theory, part two describes a population, part three combines the two through either a case study or series of intervention activities, and part four concludes the presentation with implications and conclusions. The presentation will not be given during class.

A tentative topic (theory and population) along with a selection of either the manuscript or presentation options, are due September 29.

Evaluation

Class Participation	35%
Theory Presentation	15%
Discussion Questions and Facilitation	10%
Manuscript or Presentation	40%

Course Topics and Assigned Readings (Tentative)

- 8/18 Introduction
- 8/25 Supervision
Assessments
DUE: Check for instruments, instrument packet due by Aug. 27
Savickas & Walsh, Ch. 1, 2, 3
- 9/1 Career Theory and Research
Pope, M. (2000). A brief history of career counseling in the United States. *The Career Development Quarterly*, 48, 194-211.
Savickas, M. L. (2002). Reinvigorating the study of careers. *Journal of Vocational Behavior*, 61, 382-385.
Savickas & Walsh, Ch. 10
Career Counseling Theories: A Review
DUE: Presentations 1 and 2 (Developmental)
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- 9/8 Interpreting the Assessment Packet
Career Counseling Theories: A Review
Savickas & Walsh, Ch. 5, 16, 18
DUE: Presentations 3, 4, 5 (Social Learning Theory, Typology)
-
- 9/15 Preparing for Supervision
Career Counseling Theories: A Review
Savickas & Walsh, Ch. 7
DUE: Presentations 6, 7 (TWA, Psychodynamic)
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- Class out early – go to Dr. Villalba’s class at 3:15 pm to meet with supervision group
- 9/22 SCCT
Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45, 79-122.
Preparing for Counseling
Pre-supervision session, 2:30 – 4:00 pm
- 9/29 Final Project Discussion
DUE: Project description
Supervision – in class

- 10/6 DUE: Supervision Case Presentation #1 _____
 Supervision – in class
 Gottfredson’s theory
 Savickas & Walsh, Ch. 11
 DUE: Discussion facilitation 1 (Ch. 11) _____
- 10/13 Other theoretical approaches
 Blustein, D. L., & Noumair, D. A. (1996). Self and identity in career development: Implications for theory and practice. *Journal of Counseling & Development, 74*, 433-441.
 Vondracek, F. W., & Porfeli, E. (2002). Integrating person- and function-centered approaches in career development theory and research. *Journal of Vocational Behavior, 61*, 386-397.
 Cook, E. P., Heppner, M. J., & O’Brien, K. M. (2002). Career development of women of color and white women: Assumptions, conceptualization, and interventions from an ecological perspective. *The Career Development Quarterly, 50*, 291-305.
 DUE: Discussion facilitation 2 (Blustein & Noumair) _____

 DUE: Discussion facilitation 3 (Vondracek ; Cook) _____

 DUE: Supervision Case Presentation #2 _____
 Supervision – in class
- 10/20 DUE: Project discussion and critique – first draft due

 DUE: Supervision Case Presentation #3 _____
 Supervision – in class
- 10/27 DUE: Supervision Case Presentations #4 and #5

 Supervision – in class
- 11/3 DUE: Supervision Case Presentations #6 and #7

 Supervision – in class
- 11/10 Race, class, and gender in career theory and counseling
 Savickas & Walsh, Ch. 4
 Lonborg, S. D., & Philips, J. M. (1996). Investigating the career development of gay, lesbian, and bisexual people: Methodological considerations and recommendations. *Journal of Vocational Behavior, 48*, 176-194.
 Savickas & Walsh, Ch. 21
 DUE: Discussion facilitation 4 (Ch. 4, Lonberg et al.) _____

DUE: Discussion facilitation 5 (Ch. 21) _____
Supervision – in class

11/17 Convergence between theory and practice
Savickas & Walsh, Ch. 22, 24, 25

DUE: Discussion facilitation 6 (Ch. 22) _____

DUE: Discussion facilitation 7 (Ch. 24,25) _____

11/24 – No Class. Happy Thanksgiving!

12/1 Convergence between theory and practice
Savickas & Walsh, Ch. 27
Final Project Due

12/8 Course summary, conclusions, evaluation

CED 653C
Practicum for CED 774

The purpose of the practicum is to develop and refine your counseling and supervision skills. There are two primary components for this practicum experience.

First, you will be providing career counseling to a volunteer client from CED 210 (Career and Life Planning). These students will be assigned to you. You will meet with your client on five consecutive Tuesday mornings beginning September 28. The scheduled counseling time slots are at 8:00, 9:00, 10:00, and 11:00 am.

Second, you will supervise a group of students enrolled in CED 669 (Career Development) as they conduct career counseling sessions with students from CED 210. You will meet six times for supervision. For the first of these sessions, you will meet with your supervisees on Wednesday from 2:30 – 4:00 pm. For the remaining sessions, you will meet with your supervision group on either Thursday, Friday, or Monday at a time that is agreed upon by all group members.

You will watch your supervisee's taped sessions prior to weekly supervision and will provide them with feedback as part of the supervision process.

All of your sessions, both with your CED 210 client and with your CED 669 supervisees, will take place in the Clinic. All of these sessions must be videotaped.

Case notes are required for both your counseling and supervision sessions. These should be typed and include client/supervisee initials, date and time of session, objectives of session, procedures used, evaluation of session, and plans for next session. You should bring the case notes with you to each of our class meetings. Case notes are to be turned in at the completion of counseling and supervision.

Supervision of your supervision and of your counseling will take place during our class time in a group, peer supervision format. Individual supervision also will be provided if needed. All class members will have the opportunity to discuss their counseling and supervision cases during this group supervision process. In addition, each week, one or two class members will present a videotaped portion of a supervision session for peer feedback. Please provide all members of the CED 774 class with copies of your case notes for this session, along with a list of specific supervision needs.

You also will complete the test packet to be used in your counseling sessions. The cost of the packet is \$28.50.

Summary of Practicum Responsibilities/Requirements

- Completion of assessment packet
- Five videotaped sessions with a CED 210 student (Tuesday mornings)
- Six videotaped sessions with CED 669 group (outside of class)
- Case presentation of supervision during CED 774
- Case notes of five counseling sessions
- Case notes of six supervision sessions
- Collection of assessment results for your client