

Millersville University

School of Education
Department of Psychology
SCCN 645: Career Development

SYLLABUS

SCCN 645: Career Development Wednesday Evenings 5:30PM-8:30PM

Instructor: Jason Baker, PhD, LPC, Assistant Professor, Byerly 245, 717.871.2065
Jason.baker@millersville.edu

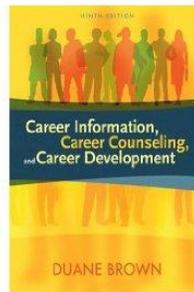
Office Hours: Tuesday 10A-11A, 3:30P-5:30P
Wednesday 4:30P-5:30P
Thursday 10A-11A

Other hours may be available by appointment.

Email Policy:

I will make every effort to respond to student emails as quickly as possible. If you have a general question about the course, syllabus, time frames, etc., If you have a question which is personal in nature, please include the **class and section number in the subject line of your email**. For example: "SCCN 645".

Required Text:



Brown, D. (2007). Career information, career counseling, and career development (9th ed.). New York: Pearson Education, Inc. ISBN: 0-205-49841-8.

COMMUNITIES OF LEARNERS

All members of the Millersville University’s Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.

Learning Communities of Inquiry and Action	We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.
Focus on Students	We will balance knowledge and the principles and standards delineated in professional and state standards with an appreciation of all students’ individuality, diversity, and cultures.
Exemplary Professional Practices	We will demonstrate the knowledge, skills and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct; will be supportive of students, families, and the school and community and will serve as catalysts for positive and responsible change.

To view the full text of the conceptual framework, visit the School of Education web page linked to Millersville University web page.

Dispositions Statement:

Faculty in the Professional Education Unit evaluates professional dispositions for all undergraduate and graduate students. Students are expected to: (1) Communicate Professionally, (2) Demonstrate Professional Growth, (3) Demonstrate Professional Relationships, (4) Exhibit Attributes Suitable to the Profession, and (5) Display Responsible & Ethical Behavior. Students are referred to the evaluation criteria and the administrative policy on-line at: <http://muweb.millersville.edu/~deaneduc/>

Accommodations:

It is the responsibility of the student to make the instructor aware of any physical or learning disabilities which might require special accommodations. Please make me aware of this at the beginning of the semester. I will be happy to provide reasonable accommodations for those students with identified needs.

Academic Honesty:

It is the responsibility of the student to be familiar with and abide by all student conduct regulations found in the Student Code of Conduct, the Student Handbook, or any other university publications. Academic dishonesty in any form is a serious issue and will carry serious consequences which might include the failure of the course and/or other university sanctions.

Students should be familiar with the concept of plagiarism and how it applies to not only this course but all other academic coursework. For the purposes of this course, plagiarism will be defined as the passing of another person's work as one's own work. This includes failure to properly cite original works. More information about proper paper development will be presented in class before the assignment.

Course Description:

Career development is a course which is designed to provide future school counselors, counseling psychologists, and clinical psychologists with information necessary to address the employment and vocational needs of the target population. While this class is designed primarily as a school counseling course, others will find the theoretical orientation and written and research projects applicable to their specific setting. The course will provide an overview of the many different theoretical approaches to understanding career development, as well as the specific counseling interventions that might be necessary to facilitate growth and change in this area. Thus, the course is both theoretical and applied and designed for a wide-range of mental health professionals and future school counselors.

Course Requirements:

Please note: Course requirements may be modified throughout the course at my discretion and with input from the class.

1. Class Participation and Attendance (15 pts.):

It is my goal in this class to create a community of learners and scholars who can share information with one another about issues related to school counseling program development. Each of you is an essential part of this community. Your attendance at each class is expected. If you cannot avoid missing class, please inform me as soon as possible. It becomes extremely problematic if you miss more than one class period, as our class is condensed with only one meeting per week. Because of this, your grade may be reduced at my discretion as attendance issues arise.

2. Personal Resume and Career Genogram (15 pts.):

Because career development is both a personal endeavor and is influenced by family and social factors, it is important to first examine your personal growth in this area. Your personal resume should be professionally formatted and should include as much information as you see applicable at this point in your career. You may use a template for this in Word, but I would suggest keeping the formatting loose so that you may add to it easily in the future.

For the genogram portion of this assignment, you are to document your family genogram as far back as at least 3 generations, but, ideally, as far as you can go, in order to see the types of jobs and unique social situations that may have been present during specific generations. You will be using Genopro® software (<http://www.genopro.com/>) in order to create the actual genogram. You might find a small learning curve for using this software, but generally, if you are familiar with other basic data manipulation software (e.g., Word, Excel, Powerpoint, etc.), you should have no problem using this software effectively. When organizing your genogram, you might consider using symbols to denote the type of job the person attained (semi-skilled, skilled, semi-professional, professional, etc.), the actual job, whether or not they were career oriented or more exploratory, etc. For the final part of the assignment, you are to submit a 2-3 page summary of how you believe your family member's choices of career and work may or may not have affected you. This project is due **September 22nd**.

3. Midterm Examination (15 pts.)

The midterm exam will generally cover the theories discussed until this point in the course. The exam may consist of multiple choice, short answer, or essay questions. The exam will be conducted in class on **October 20th**.

4. Career Development Case Study (20 pts.):

For this assignment you will identify an individual whom you can interview about his/her career history. You will also identify a particular career theory that you will apply to the information you obtain from your interviewee.

The Report:

The exact organization of your case study will be influenced by (1) the theory to which you relate your findings, and (2) the availability of information on the individual who serves as the subject of your investigation. The report is to be divided into three parts. It is important to focus on data relevant to the vocational development and aspirations of your subject. While the guidelines are presented in outline form, your case study report should appear in a narrative or essay form. The general headings and subheadings, which appear in the guidelines, should be used to subdivide your presentation. Include only the information called for in each part.

Selection of subject:

The subject should be at least eighteen years of age (a younger subject may be chosen, but there may be less data available). The older and more experienced the subject, the greater the wealth of information available. Do not select a subject with whom there is a close relationship, like a spouse, friend, or sibling. In the typical counseling situation, we usually have available only that information we gather through interviews and assessment and not all the rest that comes through a long term relationship.

Share with your subject how you will ensure confidentiality.

Selection of Theory:

Select one approach or theory of career development or choice. This may be done a priori or after you have done the interview. Do not force the data to fit the theory. Bear in mind that theoretical models are imperfect and, thus, may not be supported by your data.

The Paper

PART ONE

Background

(Approximate length: 4-8 pages)

I. Introduction

- A. Identification of subject: name, address, age, sex, marital status, race, occupation
- B. Sources of information: behavioral, observations, interviews with subject, interviews with others, examination of records
- C. Overview of report: method of organization, salient features

II. Personal and social history

- A. Early childhood development
- B. Body build and general health
- C. Dominant values in the home (ideals, goals)
- D. Educational and occupational background of parents
- E. Nature of relationships with parents
- F. Parental aspirations for subject
- G. Nature of relationships with siblings
- H. Nature of relationship with peers
- I. Identification with important figures in environment
- J. Other pertinent factors (specify)

III. Educational history

- A. Schools and colleges attended (including dates)
- B. Academic performance
- C. Major subjects or curricula
- D. Extracurricular activities
- E. Social adjustment in school
- F. Changes in major field of study
- G. Standing (may be estimated) on aptitude tests, interest inventories, etc., related to vocational choice
- H. Vocational preferences expressed at various points in school (e.g., ninth grade, twelfth grade, first year of college).
- I. Experience with counseling and guidance

J. Other pertinent factors (specify)

IV. Personality variables

- A. Self-concept
- B. Dominant traits
- C. Needs
- D. Personality type
- E. Values
- F. Other pertinent variables

V. Physical, socioeconomic, and cultural environment

- A. Description of previous communities and neighborhoods in which subject has lived.
- B. Description of community, neighborhood, and house in which subject now lives
- C. Other pertinent environmental factors (specify)

VI. Vocational history

- A. Early occupational fantasies
- B. Early interests, hobbies, play activities
- C. Part-time jobs, in sequence, including work activities in childhood
- D. Full-time jobs, in sequence (Note: An attempt should be made to determine what factors led the individual to undertake each of these jobs, including part-time jobs, and why he or she left them in favor of some other activity; also, the particular likes and dislikes found in each job.)
- E. Present interests, hobbies, leisure-time activities
 - 1. Subject's evaluation of his or her vocational development
 - 2. Present vocational plans and aspirations

VII. Relationship to career counseling

- A. How might career counseling have helped the subject at crucial points in the past?
- B. In what way might it be of help to the subject now?

PART TWO

Explication of Selected Theory of Career Development/Occupational Choice
(Approximate length 2-3 pages)

- A. State the name of the one theory which you have chosen which best accounts for the behavior of your subject.
- B. Describe the major components of your selected theory.
- C. Discuss the theory's strengths and weaknesses.

PART THREE

The Synthesis
(Approximate length: 2-3 pages)

- A. Why did you select this particular theory?
- B. In what ways does it account for the behavior of your subject? Be specific.
- C. Interpretation and prognosis: On the basis of the vocational development theory to which you wish to relate your findings, what inferences can be made concerning how the individual reached his or her present state of vocational development? What do you see as the subject's prognosis for future vocational development?
- D. In what ways is your selected theory inadequate (or least adequate) to account for the subject's vocational development?
- E. In what ways does it not account for the behavior of your subject? Be specific.
- F. Discuss briefly how other theories might account for certain behaviors previously not accounted for.

This project is due **Wednesday, November 3rd**.

5. Online Blogs (15 pts.):

On a weekly basis throughout the semester, students will participate in blackboard blogs which extend learning outside the realm of the classroom, the class, and the text. Students will be responsible for weekly postings between 400-500 words which derive personal meaning from a topic explored in class or a topic discussed in the assigned readings for the week. These posts are to be informal in that they are to reflect a student's personal meanings from assigned materials, but they are formal in the sense that citations and writing guidelines should adhere to APA 6th standards. These blogs will be accessible to all members of the class; therefore, students are encouraged to comment on other's writing in a way which helps deepen individual learning and comprehension. Students will be evaluated on the quality and quantity of their posts (including word count), the degree to which their post demonstrates critical thinking, and the degree to which the post addresses an issue related to the pertinent course material.

6. Class Presentation Mock Career Workshop (20 pts.):

Students will identify a specific target population (e.g., single parents, elementary school students, middle school students, higher education students, employed workers, student athletes, gay/lesbian/bisexual individuals) and work in groups of 4-6 to create a complete and producible career workshop. This workshop should include: (1) specific goals and objectives to reach during the workshop, (2) the time frame, (3) the purpose of the workshop, (4) the schedule, (5) the evaluation methods and materials, (6) the physical materials needed, and (7) the references. This workshop should be informed by pertinent research, particularly research which specifically addresses interventions which work with a specific population. For the purposes of the written assignment, students should consider having a full day workshop. For the purposes of the in-class presentation, students should consider having approximately 1 to 1.5 hours to share a portion of their workshop with the class. As a group, students will submit and create an online wiki which effectively addresses all of the sections listed above. This assignment will be evaluated on: (1) the age-appropriateness of or group-specific applicability of goals and objectives (2) Appropriateness of proposed interventions (3) Likelihood of interventions

achieving the goals and objectives in the time frame allotted (4) Appropriateness of overall plan based on the literature and unique challenges of the group in question.

A significant portion of this assignment is to conduct and produce a broad literature review to be sure that the career development workshop is firmly grounded in the research about your target population. This literature review should particularly be aimed at: (1) exploring what interventions work with this group (2) understanding the unique needs of this group or population and (3) grounded the practical and applied in the theoretical. That is, this broad literature review will give you the impetus to construct the broader workshop. While you are not limited to using these periodicals, this list will get you started in the career development literature:

Journal of Counseling and Development
Journal of Counseling Psychology
Journal of Vocational Behavior
Vocational Guidance Quarter
Career Development Quarterly

You should consider having a minimum of 5-7 references for this review. This literature review will serve as a type of “half way point” along the way to creating your final project. Thus, the literature review will be evaluated and officially submitted on **Wednesday, November 10th**. From here, students will engage in a peer-review process by which students are required to submit feedback to each group. This will be discussed further in class.

Evaluation:

The course is based on 100 points with the following breakdown:

1. Class participation and attendance = 15 pts.
2. Personal Resume and Genogram = 15 pts.
3. Midterm Exam = 15 pts.
4. Career Development Case Study = 20 pts.
5. Online Blogs = 15 pts.
6. Class Presentation Mock Career Workshop = 20 pts.

Course Grades:

94-100	=	A	81-83	=	B-
91-93	=	A-	78-80	=	C+
88-90	=	B+	74-77	=	C
84-87	=	B	71-73	=	C-

< 70 pts. becomes problematic in the graduate school

Course Outline and Schedule: This schedule is subject to change and modification during the course of the semester at my discretion and with the input of the class.

Week Beginning	Topic	Readings
Monday August 30 th	Career Autobiographies, Conceptualizing Career Development, Interview Styles and Skills	Brown Chapter 1,
Monday September 6 th (Labor Day)	History of Career Development, Trait & Factor Theories, Resources	Brown Chapter 2, Gibson Article: The Use of Genograms and Career Counseling Elementary, Middle, and High School Students
Monday September 13 th	Developmental Theories, Career Development Across the Lifespan	Brown, Chapter 3 Duffy Article: Spirituality, Religion, and Career Development
Monday September 20 th PERSONAL RESUME CAREER GENOGRAM DUE 9.22.10	Review Career Genograms Introduction of Postmodern Theories, Consideration of Spirituality in the Development of Career	Savickas Article: Constructivist Counseling for Career Indecision
Monday September 27 th	Continuation of Postmodern Theories	Guindon & Hanna Article: Coincidence, Happenstance, Serendipity, or the Hand of God Case Studies in Synchronicity
Monday October 4 th	Continuation of Postmodern Theories	Bloch Article: Complexity, Chaos, and Nonlinear Dynamics
Monday October 11 th (Fall Break Week)	Technology in Career Assessment, Finding Career Resources and Information	Brown, Chapter 8
Monday October 18 th	MIDTERM EXAM	

Monday October 25 th	Career Development with Special Populations, Considering Cultural Variables, Etc.	Brown, Chapter 4 & 5 Article: Metacognition and Multicultural Competence Expanding the Culturally Appropriate Career Counseling Model
Monday November 1 st CASE STUDY DUE 11.3.10	Test and Assessments in Career Counseling and Development	Brown, Chapter 6, Brown Chapter 14
Monday November 8 th GROUP PROJECT LITERATURE REVIEW DUE FOR PEER REVIEW 11.10.10	TBA	Brown, Chapter 13 Article
Monday November 15 th	The future of the American Workforce, Economic Challenges, Global Forces Affecting Career Development	Brown, Chapter 15
Monday November 22 nd (Thanksgiving Break Week)	NO CLASS	Brown, Chapter 11
Monday November 29 th	Group Presentations	Brown, Chapter 16
Monday December 6 th	Group Presentations	Brown, Chapter 17
Monday December 13 th FINALS WEEK	Group Presentations	

	HAPPY HOLIDAYS!!	

**For School Counseling students:
Updates on Liability Insurance and Clearances**

Liability Insurance:

Beginning with the fall 2008 semester, the School Counseling program will be using ASCA as your liability insurance carrier. Although membership in ASCA is already a requirement of the Pre-Practicum Portfolio, we are requiring that students become members of ASCA from the beginning of their program and maintain membership each year that they are in the program.

We are making this change for two reasons. First, as a student member of ASCA (American School Counselor Association), you are provided with one million dollars of liability insurance as a benefit of membership. This means that you will no longer have to pay the extra fee for insurance through the university as you have done in the past. The second reason is that Dr. Baker and Dr. Garner will begin using the ASCA publications, websites, and other resources as part of their classes, which you can only access by being a member of ASCA. These resources will become important for you in courses, your Practicum, and in your professional work as a counselor.

You need to join as a student member ASAP at www.schoolcounselor.org if you have not already done so. You will be able to print out proof of membership. Submit this proof to Dr. Garner at the beginning of the fall semester. Although you may have liability insurance through another provider, the ASCA insurance is the one that the School Counseling program will be using to verify that you are covered.

Clearances:

Beginning with the fall 2008 semester, the School Counseling program will require that all students obtain the following clearances from the beginning of their program:

- PA State Criminal History Record (Act 34)
- PA Child Abuse Report (Act 151)
- FBI Criminal History Report (Act 114)

Although you may already be in possession of older clearances, the university requires that clearances be re-acquired at the beginning of your graduate program. Please check the dates of your clearances. Any clearances that were done prior to entering your first semester of graduate work at MU will need to be updated. If you gave them to Dr. Garner during the spring 2008 Theory and Practice II class, she has them for you. **If you need to update one or more of them, please initiate this process ASAP and submit the updated forms to Dr. Garner during the fall semester, so that you will be in compliance with university policy.**

Information regarding clearances can be found at www.teaching.state.pa.us

