

EDCO 266

Education and Career Planning

COURSE INFORMATION:

Instructor: Dr. Caitlin P. Williams
Department: Counselor Education
College of Education
San Jose State University
Fall Semester 2009

Course Title: **Education and Career Planning**

Course Code: **EDCO 266**

Section 01, 85, 86, 89, 90

Class Hours: Mondays 4:00 p.m. – 6:45 p.m..

Class Location IRC 306 (Remote sites need to check room assignments at each location)

Office Location: Sweeney Hall 419

Office hours: Mondays: 1:00 p.m. – 3:00 p.m., Thursdays: 3:00 – 7:00 p.m.

Other hours by appointment

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College of Education Mission: The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Counselor Education PPSC Program Mission: The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

Counselor Education – Dispositions

Disposition 1 – Respect for all Forms of Diversity

Disposition 2 – Equity & Excellence for all Students

Disposition 3 – Life-Long Learning

Disposition 4 – Ethical & Professional Practice

Disposition 1 – Democratic & Reflective Practice

COURSE DESCRIPTION:

This course is designed to teach the theoretical framework of career counseling and introduce the based counseling tools used in the career counseling process. The course will present major theories of career development, and introduce principles of assessment in career counseling. It will also examine the role of interests, skills, values and personality in the career development process

and address how career development occurs across the lifespan in our changing contemporary society.

REQUIRED TEXT and MATERIALS:

1. Zunker, V. G. (2006). *Career Counseling: A Holistic Approach*, 7th edition CA: Thomson Brooks/Cole. (Required)
2. *Self-Directed Search* (SDS) (Required) by John Holland
***** When purchasing, please note there are 3 booklets you will need that are part of the SDS: (1) You and Your Career Booklet, (2) Assessment Booklet, (3) The Educational Opportunities Finder Booklet**
3. *Myers-Briggs Type Indicator* (MBTI) (Required)
4. *Ability Explorer*, 2nd edition by Thomas Harrington (Required)

CLASS FORMAT AND EXPECTATIONS

Classes will consist of lectures, demonstrations, discussions, small group work and group presentations. Lectures will highlight and reinforce concepts presented in the syllabus for that week. To expose students to a broader understanding of the theories, principles and skills involved in career development, and the application of career theories and career counseling models, lectures may vary slightly from this schedule to accommodate guest speakers or to include materials that have just become available. The student will be responsible for the assigned readings from the textbook and in the materials covered in lectures and presentations. All questions regarding reading materials should be addressed in class so that all may benefit from the inquiry.

Since this class is designed to enhance the learning of all class members through members' participation, lack of attendance with its' lack of participation may adversely affect one's grade. Class participation is also considered essential to the integrative learning of all class members. Therefore a lack of desire or willingness to speak up in class will also affect your grade. Should a student consistently refuse to participate verbally in class, this tendency will be pointed out to him/her. If the student does not apply due diligence to correct this shortcoming, his/her point sum will be lowered by fifteen (15) points.

COURSE OBJECTIVES:

1. To develop an appreciation of the meaning of work in peoples' lives and an awareness of the impact of globalization on the individual and the workplace.
2. To understand the major theories of career choice, decision making, and career development across the lifespan.
3. To relate career counseling techniques to the provision of services to people from diverse populations and individuals of all ages.
4. To understand and be able to choose appropriately from several career-related assessment tools, depending on client needs.
5. To gain an understanding of career issues that may present themselves during career counseling sessions.

Successful completion of course objectives will be measured in the following ways:

By the end of class:

- a. Students will be able to list at least 5 factors that contribute to the impact of work on individuals' lives. (This ability will be assessed through class discussions, group presentations, and role plays.)
- b. Students will be able to demonstrate the ability to correctly deal with a variety of issues that may present themselves in career counseling.
(This ability will be assessed through student participation in class discussions, small group

- work, and role plays.)
- c. Students will be able to demonstrate understanding of career issues of individuals from diverse populations and ages. (This level of understanding will be assessed through the completion of individual interviews with a recent graduate and an older worker and a summary report of those interviews).

CA Pupil Personnel Services Credential Standards

While the purpose of EDCO 266 Education and Career Planning course is to enable students to attain the basic knowledge for becoming a career counselor the course is also designed to meet CA PPS Credential standards. The relevant standards are:

Standard 20 Career Development The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to development implement and evaluate such programs in schools.

- Candidates demonstrate knowledge of the world of work, employment trends, career clusters and pathways, career choice theories, and school-based career development programs.
- Candidates effectively demonstrate knowledge of career and vocational information resources including: labor market information, visual and print media, computer-based career information systems, and skills in accessing these resources to assist pupils in their career development and decision-making.
- Candidates demonstrate knowledge of and skill in career development program planning, organization, implementation, administration and evaluation.
- Candidates demonstrate knowledge of and skill in using assessment instruments and techniques relevant to career planning and decision-making.
- Candidates demonstrate knowledge of and skill in career and educational assessment, planning and evaluation.
- Candidates demonstrate knowledge of and skill in using technology-based career development programs and strategies.
- Candidates demonstrate knowledge of and the ability to teach and develop essential employability skills such as teamwork, problem solving, and organizational skills.

Standard 21 Personal Social Development: The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

- Candidates enable pupils to acquire knowledge of their own personal strengths, assets, personal values, beliefs and attitudes.
- Candidates demonstrate knowledge of skill in developing programs that enable pupils to: develop positive attitudes towards themselves as unique and worthy persons; identify and express feelings, recognize personal boundaries, rights and privacy needs; understand the need for self control and how to practice it; demonstrate cooperative behavior in groups; develop

effective communication skills; and identify and discuss changes in personal, social and family roles.

- Candidates demonstrate skill in helping pupils to: respect alternative points of view; recognize, accept, respect and appreciate individual differences; and appreciate cultural diversity and family configuration patterns.
- Candidates demonstrate the ability to: teach pupils a decision making and problem solving model; enable pupils to understand consequences of decisions and choices; identify alternative solutions to problems; and develop effective coping skills for dealing with problems, including seeking professional help.
- Candidates demonstrate the ability to: educate and train pupils successfully in conflict resolution skills, develop respect and appreciation for individual and cultural differences, and know when peer pressure is influencing a decision.
- Candidates demonstrate the ability to: assist pupils in identifying short and long-term goals, set realistic and achievable goals; and develop a plan of action for successfully achieving those goals.

GRADING PROCEDURE:

Areas	Excellent 5	Satisfactory 4	Moderately Satisfactory 3	Minimally Satisfactory 2	Not Satisfactory 0
Knowledge Class participation (x5) Resume submission (x1)	Submits weekly learnings 100% Submits with revisions noted & inserts new ideas	Submits weekly learnings 80% Submits with revisions and/or annotations	Submits weekly learnings 70% Submits with minimal revisions	Submits weekly learnings 50% Submits with no revisions or annotations	Submits weekly learnings <50% Does not submit
Comprehension Interviews (.x3)	Proper format, well organized, & personal comments demonstrate insight Both interviews submitted	Proper format, organized, personal comments show minimal insight on one or both interview	Format followed, some organization, personal comments missing on one or both interviews	One or both papers lack formatting and/or organization, no personal comments on one or both interviews	Does not submit interviews
Analysis MBTI, SDS, AE, Summary of learnings (x3)	Assessments completed & Summary demonstrates insight	Assessments completed & Summary shows minimal insights	Assessments completed, Summary contains only codes (no insight)	Assessments partially completed and/or no Summary of learnings	Does not submit Summary
Synthesis Research Paper (x5)	Well organized, properly formatted, clear, concise, discussion well documented w/ citations, personal comments show insight	Organized, properly formatted, good discussion, citations included, personal comments show some insight	Some attention to organization & format, may lack appropriate and/or sufficient citations, personal comments missing or lack insight	Not well organized or formatted, lacks sufficient citations, personal comments lacking	Does not submit
Application Group presentations (x4)	Articulate, well researched, well organized, points clearly made, complements overall group presentation & uses time well, does not read from notes or slides or does so minimally	Articulate, shows some org., some research, points not clear and/or does not use time well – not clear on how ind. presentation supports group, sometimes reads from slides, notes	Lacking in organization, points not clearly made, little research noted to back up presentation, may not use time well, ind. presentation doesn't support group, frequently reads from slides	Minimal attention to organization or guidelines of group presentation, does not contribute equally to work of group. Does not use time well, reads from slides, notes throughout	Does not present or does not follow guidelines for group presentation if presentation is made.
Group presentation-critique from fellow students (x1)	Same guidelines as above	Same guidelines as above	Same guidelines as above	Same guidelines as above	Same guidelines as above
Pop quizzes – scores on all four are 80% or < (x1)	5				
Prof. Gratis Donation (5 points)	5				
TOTAL POINTS x2					

FINAL GRADE AND POINT EQUIVALENCY

A+	240
A	230 – 239
A-	220 – 229
B+	210 – 219
B	201 – 209
B-	192 – 200
C+	184 – 191
C	176 – 183
C-	168 - 175
D	159 – 168
F	0 - 159

DISCUSSION OF TASK REQUIREMENTS

Participation Opportunities in Class and in Small Learning Groups:

Portions of classes will be spent in small groups practicing the application of theories and skill development based on the assigned reading for the week and the lecture/presentation. Class-wide discussions will be part of every class session, and **a summary of individual learnings will be submitted by each student at the end of each class.**

Group Presentations:

During the first class meeting, a list of topics for group presentations will be made available to students.

During the second class meeting students will sign up for a group presentation covering a specific topic related to the application of the career development process for a particular population or within a particular setting. The rotation of the presentation dates will be determined at the discretion of the instructor to ensure that a sense of continuity and appropriateness accompanies each learning segment. All students are expected to attend class on the date of their group's participation, as well as attend classes on the dates of their fellow students' presentations.

Group Presentation Topics:

Design a career development program (or services) for one of the populations listed below.

- A. Elementary School
- B. Middle School
- C. High School
- D. Community College
- E. Four-Year University
- F. Alumni Group
- G. Unemployed workers (who recently lost their jobs)
- H. Workers nearing retirement
- I. Individuals transitioning out of the military
- J. New immigrants

Your program should include the following elements:

- 1) Description of those who will attend your program and/or use your services.
- 2) Describe the career development needs and/or challenges that this group may have.

- 3) Describe the program:
 - A) Will it be a one-hour/one-day/semester long or ongoing program (or service)?
 - B) What are the components of the program or service?
 - C) What topics will you cover?
 - D) What types of materials will be available (handouts, video titles, books, magazines, journals)?
- 4) Who will lead the program/services? One Person? A team? Describe the role of each person. Will you partner with other professions (teachers, librarians, community members or others) to offer your program/services?
- 5) What is the goal of the program/service? What do you hope to accomplish?
- 6) Will you use technology? How?
- 7) How will you evaluate your program/services to know if what you have designed is successful?

Guidelines for Group Presentations:

Presentations are to be no longer than 40 minutes in length. Topics are to be chosen from the list provided. All presentations will be researched, designed, and presented by all members in your presentation group. A bibliography of all articles researched for the presentation should be given to Dr. Williams just prior to your presentation. Any handouts given to class members should also be given to Dr. Williams prior to the presentation. A Cover Sheet providing the name of the presentation and the names of all presenters should also be given to Dr. Williams prior to the presentation. Presentations are meant to be professional, creative, and thought provoking. Materials can be presented in an experiential as well as didactic format as long as the connection between the learning and the experiential exercise is explicit. A handout of resources related to the group you are discussing should be available and distributed to all group members (those in the IRC and those at remote sites). Please see D. Williams for help in making resources available to remote sites on the week prior to the session and for making resources available to IRC students, as well. Dr. Williams will determine the dates of any given presentation (within the parameters of the course schedule shown below) using her judgment regarding the best flow and learning pattern, given the various topics to be presented.

Movie clips may not be used in presentations. If a group will be using a PowerPoint presentation, please make certain that all group members have the group's presentation contained on one CD or flash drive.

INTERVIEWS

(1) Interview with Older Worker:

Conduct an interview with an older worker (55 or older), or with a retired worker. The interview should focus on questions related to the worker's "life story" regarding how and when your interviewee first became employed, the different types of employment the worker engaged in over his or her work life. Also include anything your interviewee would like to comment on related to career satisfaction, moments of happiness in work and disappointments, as well. Consider asking what advice your interviewee would offer to those entering the workforce today. Do not worry too much about covering each and every question. Let your interviewee's story unfold and focus on your listening skills. Afterward, write up your impressions from the interview, including the points listed above. The paper should be two typewritten pages (12 point font) in length, double-spaced and it should end with a brief paragraph describing your own learning and insights gained from conducting this interview. Your choice of whom to interview is entirely up to you. You may interview a relative, neighbor, friend, or anyone whose life you admire. The choice is yours.

(2) Interview with Recent Graduate:

Conduct an interview with an individual who has recently graduate (within the last two years) from a two-year or four-year post-secondary educational institution and who is currently employed or seeking employment. The interview should focus on the individual's:

- 1) area of employment (or job search) and whether this area is in line with the degree this individual earned
- 2) how clear this individual is regarding career direction right now (whether employed or unemployed)
- 3) any surprises related to the job search
- 4) short-term career plans (6 months – 1 year)
- 5) longer term career plans
- 6) any plans for further education
- 7) level of optimism regarding possibilities of career advancement in current job (if employed) or level of optimism regarding finding a job (if currently unemployed)
- 8) any advice for students who have not yet graduated
- 9) level of job satisfaction (if currently employed)
- 10) personal definition of career success

Submission of your resume

On the evening of the assigned class session, bring to class a recent resume, reflecting your recent educational and professional experience. Do not be concerned with having the exact “proper” format for this resume, as the purpose of the resume related class session will be to review, amend and/or update your resume so that it will be useful to you and ready to use in your own job search beyond the class session. Students will turn in their resume at the end of the class session in which the resume is due. Resumes will be returned the following class (you will receive credit for turning in the resume. It will NOT be graded).

Research Paper and Guidelines

This research paper should focus on career counseling and career development theories and/or application in education settings: Consider the area you are currently working in, or an area in which you might like to work in the future. If you will not be pursuing a strictly “career counselor” role at this time, consider the career-related needs of the group or population you wish to work with. With the particular population you wish to serve and/or a specific setting in mind, choose one of the topics listed below for your research paper. Acceptable research topics include:

- Describe in detail and analyze leading career development theories (minimum of three), especially as they apply to the population or setting in which you want to pursue your career.
- Review five recent resources for career and occupational counseling, including labor market information sources, which are available through print media, computer or Internet-based systems, including strengths and limitations of each resource. Consider which resources might be of most value in meeting the career-related needs of individuals in your chosen area of interest.
- Research and discuss the interrelationships among and between work, family and other life roles and factors including gender and age/life stage in both the career choice and the career development processes.
- Review specific formal assessment instruments and/or techniques (three minimum) relevant to career planning or career decision making, noting the positive and negative aspects of each instrument or technique, focusing in particular on those that would be relevant for the group/population you would like to work with.

- Review at least three informal career-related assessment techniques in detail and then create your own. Provide a rationale for your career-related assessment, who it is appropriate for, how you would administer it and how you would interpret it with your client. Finally, give the informal assessment to someone and report on how well it worked, how useful it was to the person taking it and how you might refine it based on this information.

These written assignments should be: typed, double-spaced, 12 pt. font, 12 pages total (including one page for the title page and one page for your references) in length, with APA-style citations and references. Although writing style per se will not be evaluated, the quality of your assignment will surely be influenced by the clarity, organization, and effectiveness of your writing. Evaluation will be based on your demonstration of a solid grasp of relevant issues, your ability to apply that knowledge, and the extent to which the lecture material, assigned readings, and your understanding and integration of the material are reflected in your analysis. The research paper will also be evaluated on the quality of your literature review, your justification for the importance of your chosen area of study, and the overall quality of organization of your paper. If you are uncertain about your topic, talk with Dr. Williams for any clarification or guidance you may need.

POP QUIZZES

Pop quizzes will be used to check for understanding of concepts covered. Pop quizzes will cover material already presented or previously assigned for outside class reading. Scores on pop quizzes will NOT negatively impact your overall grade – however, a high score on all quizzes (80% or higher on each) WILL add additional points to your final grade. Four pop quizzes will be given over the semester. These quizzes will not be announced ahead of time and they cannot be taken either before or after the day of the quiz.

All work required for a grade must be turned in on the date assigned. Materials that are received after the assigned date may result in a lower grade and may not be accepted as fulfilling the course requirements.

WEEKLY SCHEDULE
(subject to change with fair notice)

<u>Date:</u>	<u>TOPIC</u>
Session 1: 08/24/09	Introductions, logistics, syllabus, clarification of expectations of class members and of the instructor. Definitions of career, career counseling, the role of the career professional and the meaning of work. Myths/realities about career counseling Value of career counseling GROUP PRESENTATION TOPICS available to class <i>Reading Assignment: Chapters 1, 2, 3</i>
Session 2: 08/31/09	History of career development and work Theories of career development Group formation and group topics chosen. GROUP PRESENTATION TOPICS AND LIST OF GROUP MEMBERS SUBMITTED Group presentation discussion time. <i>Reading Assignment: Chapters 4, 5</i>

- 09/07/09 **NO CLASS – LABOR DAY**
- Session 3:** Career Counseling Theories (cont'd) and Models
09/21/09 Intake Interview and first steps in career counseling process
Reading Assignment: Chapters 6, 7
INTERVIEWS DUE
- Session 4:** Assessments
09/28/09 **HOLLAND SDS MUST BE FINISHED AND BROUGHT TO THIS CLASS,
ALONG WITH ALL OTHER SDS MATERIALS**
Guidelines for Research Paper Discussion
Library Visit (mandatory)
No Reading Assignment
- Session 5:** Assessments continued
10/05/09 **MYERS BRIGGS TYPE INDICATOR MUST BE FINISHED AND BROUGHT
TO THIS CLASS**
Career Counseling Process: Consolidating, Decision Making.
Action Planning, Implementation
Reading Assignment: Chapters 15, 16, 17
- Session 6:** Individual and group work: Groups meet for work on class presentations.
10/12/09 Individual library work on research paper
- 10/19/08 **Faculty and Campus Furlough Day – No class**
- Session 7:** Career Counseling Process: Terminating Well and Follow Up
10/26/09 Influence of Family on Career
Career and Educational Planning across Educational Levels
Reading Assignment: Chapter 12
- Session 8:** Professional Development Night
11/02/09 Guest Speakers
Resume and Portfolio Development
Reading Assignment: Chapters 13, 14
RESUMES MUST BE BROUGHT TO THIS CLASS & SUBMITTED
- Session 9** Career Counseling and Technology
11/09/09 Career and Occupational Information
Career Transitions
Ethics
(Bring laptops to class if possible)
Reading Assignment: Chapter 8, 9
- Session 10:** Work Settings
11/16/09 Labor Market Trends
New and Emerging Jobs and Careers of the Future
Scenario Planning
Reading Assignment: Chapters 18, 19
Group 1 Student Presentations
- Session 11:** *Group 2 Student Presentations*
11/23/09 *Group 3 Student Presentations*

Group 4 Student Presentations
No reading assignment

Session 12: *Group 5 Student Presentations*
 11/30/09 *Group 6 Student Presentations*
 Group 7 Student Presentations
 No reading assignment

Session 13: *Group 8 Student Presentations*
 12/07/09 *Group 9 Student Presentation (if needed)*
 Group 10 Student Presentation (if needed)
 No reading assignment

Wrap Up, Learnings and Application
RESEARCH PAPER DUE

University, College, or Department Policy Information:

a) Academic integrity statement (from Office of Judicial Affairs): Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>

b) Campus policy in compliance with the Americans with Disabilities Act:

"If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability."

c) Policies and Procedures:

To ensure that every student, current and future, who takes courses has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, San José State has established the following policies:

Eating:

Eating and drinking (except water) are prohibited in the classrooms. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

Cell Phones:

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use:

In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. **Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day**, and, at a maximum, will be referred to the Judicial Affairs Officer

of the University for disrupting the course.

Expectations regarding classroom behavior:

See Academic Senate Policy S90-5 on Student Rights and Responsibilities.

Other Expectations:

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>

Academic Honesty:

Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by [Academic Senate Policy S04-12](#).

Other Information:

Please be aware of the school policies related to plagiarism.

A definition of plagiarism as that found on Judicial Affairs website at

<http://www2.sjsu.edu/senate/plagarismpolicies.htm> This will apply for all class assignments.