

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 409: Career Development

INSTRUCTOR INFORMATION

name
office
phone number
E-mail

COURSE DESCRIPTION

This introductory course provides an overview of the field of career development with applications appropriate to the student's sequence. The focus is on career development theories; occupational and educational information; career and leisure counseling; lifestyle and career decision-making; and program planning and evaluation. A whole life span perspective facilitates the personal, social, educational, and career development of children, adolescents, and adults. This course contributes to the Career Development component of the program and is required of all students.

PREREQUISITE

COUN 402 Developmental Counseling

REQUIRED TEXT

Sharf, R.S. (2005). *Applying career development theory to counseling* (4th ed.). Pacific Grove, CA: Brooks/Cole.

MODE OF INSTRUCTION

Lecture/discussion supplemented with personal exploration activities

COURSE OBJECTIVES

The objectives of this course support the College of Education Performance Standards #7 Communication/Technology, #9 Assessment, and #13 Diversity. (See Appendix A for table of standards.) The objectives of the course are also designed to

1. help provide students with a solid foundation for understanding the field of career counseling and development;
2. provide an overview of the major theories, concepts, and principles that comprise the body of knowledge about career development, including trait/factor, personality, developmental, decision-making, sociological, and organizational models;
3. explore current and future issues and trends, including the impact of gender and culture and the integration of career counseling with personal counseling;
4. study career assessment, counseling, and other forms of intervention;
5. introduce students to alternative career interventions and
6. encourage students to explore their career development in order to understand the career development of others;
7. consider employment issues for disabled persons, including accommodations, modifications, and removal of barriers (ADA); and 8. learn to apply career development knowledge by writing a Personal Career Assessment Paper.

REQUIRED PROJECT

Each student will be required to write four reflection papers on assigned readings as well as a personal career assessment paper (PCAP) that utilizes career assessment information to explore his/her career development. The PCAP satisfies the performance-based assessment component of the course.

STUDENT EVALUATION

Reflection papers	4 @ 10% each	40%
Personal Career Assessment Paper		60%

GRADING POLICY

A = 90-99

B = 80-89

C = 70-79

D = 60-69

F = below 60

ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools (reflection papers and Personal Career Assessment Paper) will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499).

The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

STUDENT RESPONSIBILITIES

Students are expected to attend all class sessions, read assigned materials, participate in class discussions, submit four reflection papers, and write a Personal Career Assessment Paper.

COURSE TOPICS AND SCHEDULE

<u>Week</u>	<u>Topic</u>	<u>Assignment Due</u>
Week 1	Career counseling: History, issues, and goals	Sharf, Chap. 1
Week 2	Trait and Factor model	Sharf, Chap. 2
Week 3	Assessment in career counseling Required Inventories: Campbell Interest and Skill Survey (CISS) Myers-Briggs Type Indicator (MBTI) Neo Personality Inventory (NEO PI-R) Self Directed Search (SDS)	
Week 4	Person and environment fit models: Work adjustment theory and Holland's theory of types	Sharf, Chap. 3-4
Week 5	The role of personality in career counseling	Sharf, Chap. 5
Week 6	Myers-Briggs type theory	Sharf, Chap. 11
Week 7	Social learning and cognitive theory	Sharf, Chap. 13-14
Week 8	Super's lifespan theory: childhood	Sharf, Chap. 7-8
Week 9	Super's lifespan theory: adolescence	Sharf, Chap. 8
Week 10	Super's lifespan theory: adulthood	Sharf, Chap. 9-10
Week 11	Social learning (parental influence) theories	Sharf, Chap. 12
Week 12	The labor market: Sociological and economic perspectives; delivery of career information services	Sharf, Chap. 15
Week 13	Multicultural career counseling: Issues related to women, minorities, and persons with disabilities www.counseling.org/enews/volume_2/0202a.htm www.counseling.org/enews/volume_2/0203a.htm	
Week 14	Employment of disabled persons: job accommodations, modifications, and removal of barriers (ADA)	
Week 15	Integration of career counseling theories; future trends and applications	Sharf, Chap. 16

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Appendix A: Table of Standards

The course objectives for Career Development are linked to the following standards. (COE = College of Education; CACREP = Council for Accreditation of Counseling and Related Educational Programs; CORE = Council on Rehabilitation Education.)

COE Performance Standards #7 Communication/Technology, #9 Assessment, and #13 Diversity.
CACREP II.K.4 = Career Development
CORE C.4 = Employment and Career Development

1. help provide students with a foundation for understanding the purposes and goals of career counseling;

COE Performance Standard #7
CACREP II.K.4.c
CORE C.4.3 and C.4.5

2. provide an overview of the major theories, concepts, and principles that comprise the body of knowledge about career development, including trait/factor, personality, developmental, decision-making, sociological, and organizational models;

COE Performance Standard #7
CACREP II.K.4.a
CORE C.4.1

3. explore current and future issues and trends in the world of work, including the labor market and employment opportunities for minorities and disabled persons;

COE Performance Standard #7
CACREP II.K.4.c
CORE C.4.2 and C.4.4

4. study the role of assessment in career counseling and job placement;

COE Performance Standard #9
CACREP II.K.4.f
CORE C.4.17

5. introduce students to a variety of career interventions and programs (e.g., information sources, computer-assisted career guidance, the Internet, and program development and evaluation);

COE Performance Standard #7
CACREP II.K.4.b and II.K.4.g
CORE C.4.23

6. encourage students to explore their career development in order to understand the career development of others;

COE Performance Standard #7
CACREP II.K.4.f and II.K.4.h
CORE C.4.3 and C.4.5

7. consider employment issues for disabled persons, including accommodations, modifications, and removal of barriers (ADA);

COE Performance Standard #7
CACREP II.K.4.c and II.K.4.e
CORE C.4.7, C.4.8, C.4.9, and C.4.10

8. learn to apply career development knowledge by writing a Personal Career Assessment Paper.

COE Performance Standard #7
CACREP II.K.4.f, II.K.4.g, and II.K.4.h
CORE C.4.3, C.4.5, and C.4.17