

CNS 743: CAREER DEVELOPMENT AND COUNSELING**Wake Forest Counseling Department**

Spring Semester 2009
Office: Tribble A-122
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Class Hours:

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Tuesdays 9:00-11:30

Required Text: Niles, S. G., & Harris-Bowlsbey, J. H. (2009). *Career development interventions in the 21st century* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Suggested Supplement: Admusdon, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2009). *Essential elements of career counseling: Processes and techniques* (2nd ed.). Upper Saddle River, NJ: Merrill/Pearson Education.

National Career Development Association Ethical Standards (Appendix B in text. These also may be retrieved through the NCDA website. A wealth of material can be retrieved using the NCDA website, including career counseling competencies. <http://www.ncda.org>)

Journal Articles: I will provide citations for various journal articles that will be required reading. You will be asked to retrieve these articles, either online or in the WFU library. Please come to class prepared to discuss articles as they are assigned.

Please read through the syllabus carefully and refer to it throughout the course. All course objectives and expectations are outlined in the syllabus. If anything is unclear, please contact me for clarification.

Course Description

The purpose of this course is to introduce students to career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling.

Course Objectives

Through satisfactory performance on written assignments, oral presentations, case studies, and examinations, and through participation in reading and discussion, students will demonstrate:

- 1. understanding of the major theories of career development.**
- 2. knowledge about the structure of occupations, and individual and societal issues in career development, including multicultural and gender issues.**
- 3. knowledge of the major sources of career and educational information available through the Internet, computer-based guidance systems, and printed materials.**
- 4. competency in administering and interpreting printed and computer-based assessments of career interests, beliefs, and values.**
- 5. the ability to integrate career development theory and assessment results with career counseling interventions.**

Student Requirements

1. Reading and Class Discussion (15% of grade)

Come to each class session prepared to participate actively in class discussions and experiential activities. Informed participation requires that you have read the assigned materials. Some of the material is available online, and web site information will be provided when appropriate. *Keeping up with all reading assignments is critical to your success in the course.*

*One absence is considered “excused,” with no explanation needed. However, if you need to miss additional classes, it is your responsibility to talk with me about supplemental assignments that can be completed to make up for the absence. More than three absences will result in a grade reduction (e.g., A to A-, A- to B+, etc.). If you need to miss class, you are responsible for obtaining any material distributed during the class.

2. Professional Learning Options: Self-Assessment Exercise or Career Counselor (or Coach) Interview (20% of grade)

Due March 3 or before

Complete and score at least two self-administered assessment instruments **that you haven’t taken in the past**. These may include, but are not limited to, the Strong Interest Inventory, the Myers-Briggs Type Indicator, the Career Beliefs Inventory, the Values Scale, the Self-Directed Search, and the Occupational Stress Inventory. In the first and second pages of the paper, discuss the assessment instruments used and your results. In the third page, provide a concise summary of the test results highlighting the career implications as they relate to your personal career development. Be prepared to talk about the results as they related to your current career situation. Some of the choices (e.g., the SDS and the Kuder Career Search) can be accessed online. Usually a fee is required to obtain results.

OR

Conduct an in-depth informational interview with a professional career counselor or executive coach. You may want to submit a list of questions prior to the interview for me to preview. After the interview, write a 4-5 page paper that describes the interview and your reflections.

3. Website List and Description (15% of grade)

Due March 31 or before

Develop a list of Career Development links that would be useful for the population with which you intend to work. Organize the list by categories (e.g., Interest Inventories, Ability/Skill Inventories, Occupations Databases, Job Openings, Occupational Information, General Resources). Examine each of the websites before selecting it for your list. Turn in a list of the websites. Include a brief description (i.e., 4-6 sentences) for 8-10 of the websites selected.

4. Experiential Interventions: (25% of grade)

Due date varies, depending on the option you choose.

Experiential Career Exploration with CNS 102 Students

You will meet with either an undergraduate student (from CNS 102) or a volunteer from your internship setting (or another approved setting) for a period of two sessions. Counseling assignments of CNS 102 students will be made in conjunction with Pamela Karr (1st or 2nd sessions of the semester), and you may begin counseling sessions after the assignments are made. All counseling sessions should be audio- or videotaped. (It is necessary to get consent forms signed in advance.) A sign-up sheet for the counseling rooms (in the lab) will be made available. Select one tape to turn in, **cued to a 10-15 minute segment**. You will be asked to complete a summary of the 2 counseling experiences prior to turning the tape in to me. We then will view the segment together for supervision.

OR

Career Development Interventions Notebook for Elementary, Middle School, High School, College, or Other Populations

Prepare a notebook of career development interventions for a particular population. Include goals and objectives associated with that population. Sample interventions should be described in a manner that they could be duplicated by other counselors. At least 8 interventions should be included in the notebook. The interventions should not be copied directly from the Internet or your text, but should represent a compilation of what you consider to be the best interventions for that population.

OR

Class Presentation.

Choose a career-related topic that pertains to your area of interest and prepare a creative, discussion-generating presentation for the class. Examples of topics include Career Counseling for Women, Dual Career Families, Occupational Stress and Burnout, Midlife Career Changes, Career Counseling for People with Disabilities, Employee Assistant Programs/Career Counseling, and Career Development in Elementary Schools (or Middle or High Schools). Other topics may be selected if approved by the instructor. **Presentations should include handouts and a list of references (APA style)**. (Assignment may be done in pairs and should be scheduled to coincide with the syllabus.)

5. Take-Home Examination (20% of grade).

Due April 14

An examination will be administered that will include objective questions (multiple choice, short answer and brief essays) that require integrating knowledge with practice.

Grading Criteria

Class Preparation and Discussion	15%
Menu Option	20%
Website List and Description	20%
Experiential Activity	25%
Examination	20%
Total:	100%

A = 93 -100	A- = 90 – 92	B+ = 87 - 89	B = 83 - 87
B- = 80 - 82	C+ = 77 – 79	C = 73 - 76	C- = 70 – 72

Tentative Class Schedule/Assignments

Note: The assigned readings should be completed in advance of the specific class date.

Date	Topic	Reading/Assignments (Complete prior to class)
Jan. 20	Introduction to Career Development & Counseling The Meaning of Work in Today's Society Career Lifeline National Career Development Association (NCDA)	Chapter 1 Syllabus
Jan. 27	Historical Perspectives Overview of Career Development Theories Trait-and-Factor Theories What is Career Counseling?	Chapter 8
Feb. 3	Holland's Theory of Types and Person/ Environment Fit Preparation for CNS 102 counseling (Pamela Karr?)	Article: Harris-Bowlsbey, 2003. A rich past and a future vision. <i>CDQ</i> , 52, 18-25. Chapter 2: 36-40; 63-74
Feb. 10	Developmental Theories (Super) The Millennial Generation (DVD) Skills Practice	Chapter 2: 41-58
Feb. 17	Career Development and Diverse Populations Discussion of multicultural issues (based on articles read) Developmental Theories (Gottfredson)	Chapter 4, Chapter 2: 58-63 Select and read 1 article related to multicultural issues and career counseling. Bring article to class to turn in.
Feb. 24	Krumboltz's LTCC Theory Planned Happenstance Trioing or skills practice	Chapter 2 (Krumboltz section) Article: Planned Happenstance (Mitchell, et al, 1999)
March 3	Assessment in Career Counseling Career Development Interventions in Higher Education Visit Career Services	Chapter 5 Chapter 12 Kennedy, R. B., & Kennedy, D. A. (2004). Using the MBTI in career counseling. <i>Journal of Employment Counseling</i>, 41, 38-44. (optional)
March 17	Emerging Theories of Career Development Focus: Social Cognitive Career Theory	Chapter 3 (through p. 101)
March 24	Emerging Theories Focus: Values-Based Counseling, Postmodern Approaches	Chapter 3 (101 to end)
March 31 Website list/	Career Information & Resources Occupational Structure, DOT, O*NET,	Chapters 6 and 7

review due *Bring computers to class	Other Classification Systems Current Job and Career Trends *Computers will be used in class today. Each person will share a favorite website.	
April 7	Career Development Interventions in Elementary Schools (presentation?) Take-Home Examination	Chapter 10 Gibson, D. M. (2005). The use of genograms in career counseling with elementary, middle, and high school students. <i>The Career Development Quarterly</i> , 53, 353-362.
April 14	Career Development Interventions in Middle and High School Discussion of Take-Home Exam responses (to prepare for NCE)	Chapter 11
April 21	Current Issues in Career Counseling Presentation or guest speaker	Chapters 9 & 13
April 28	Final Day of Class Ethical Issues Evaluation	Chapter 14 Class evaluation
May 5-8	Individual or paired discussion of CNS 102 tapes will take place between April 21 and May 8, depending on when you are ready. Other options are due by May 6.	Congratulations!! It's time to graduate and go out into the world!!

A large amount of material is covered in this course. Students are encouraged to begin reading early and to keep up with all assignments. You are responsible for reading the text and learning the material presented in the chapters. Not all of that material will be covered in class.

Because you are nearing graduation ☺, *it may be a little more difficult to remain focused toward the end of the semester.* You may wish to complete some of your assignments ahead of the deadline. Best wishes as you develop skills and knowledge in career development and counseling. It truly is an exciting field (even if certain reading assignments appear to contradict that statement)!



****Note: The schedule is tentative. Because much of the class is experiential and because we may have the opportunity to hear from more than one guest speaker, please be flexible. You will be informed in advance of any changes.**