

Career Development
EDP 381 Spring 2013 Unique # 10410
T 4:15 – 7:15 p.m. SZB 524

Instructor: Chris McCarthy, Ph.D.
TA: Jenson Reiser, M.S.
Office: SZB 262G
E-Mail: cjmccarthy@austin.utexas.edu; jenson.reiser@gmail.com
Office Hours: Tuesday 2:30 – 3:30 and by appointment

Services for Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Required Reading

Ehrenreich, B. (2001), *Nickel and Dimed*. New York, NY: Holt.

Course packet available at Jenn's Copiers 2200 Guadalupe, 473-8669

Optional textbook

Niles, S. G., & Harris-Bowlsbey, J. H. (2013). *Career development interventions in the 21st century*. 4th Ed. Upper Saddle River, NJ: Pearson.

Course Objectives

The purpose of this course is to introduce the student to basic principles, models, and methods of career development, with a focus on educational settings. The objectives for study this semester fall within five domains:

1. Trait and Factor (Appraisal) theory: We will use this foundational model of career development to examine the history of the field as well as how work and careers have continued to change and develop in modern times. We will also cover methods of career assessment and gathering occupational information. Objectives for this domain are as follows:
 - a. Students will demonstrate an understanding of the historical role of career development in the counseling field;
 - b. Students will demonstrate knowledge of the appropriate role and use of testing in career development;
 - c. Students will be able to access occupational and labor market information relevant to client needs.

2. Developmental Theory: Developmental theories of career counseling (primarily Donald Super's theory) will be used as a framework for understanding career development across the lifespan. Following our work in this area, students will:
 - a. Demonstrate knowledge of developmental theories of career development;
 - b. Understand how developmental theories guide career specialists in planning educational interventions;
 - c. Demonstrate knowledge of the role of school counselors in career development interventions.
3. Learning and Skill Development: Social learning and decision-making models will be used as a framework for examining how career knowledge, skills, and abilities are influenced by one's environment and history. Following our work in this area, students should demonstrate an understanding of:
 - a. Learning theories of career development;
 - b. How such theories guide career specialists in planning educational interventions;
 - c. The role of college counselors in career development interventions;
 - d. Skills and abilities necessary to help college students in career planning, particularly with assessment, acquiring occupational information, and self-marketing (resumes).
4. Career Counseling and Human Diversity: Throughout the course, we will focus on providing culturally-appropriate career interventions. Following our work in this area, students should demonstrate an understanding of:
 - a. Multicultural competencies necessary for providing career services to diverse groups.
 - b. Career intervention processes, techniques, and resources applicable to specific populations in a global economy.
 - c. Counselor self-awareness of identity and career development.
5. Career Interviewing: Career specialists design interventions for individuals, groups, and larger systems such as schools and universities. This course will focus on interviewing individuals and providing clients feedback about standardized assessments. Students in this class will:
 - a. Practice fundamental helping skills necessary to conduct career interviews
 - b. Practice providing feedback in role-plays with other class members
 - c. Demonstrate competency in integrating assessment and interview information by writing a report based on their interview with a class member.

Course Requirements

1. Attend class and participate in class discussion.
2. Complete assigned readings. The class schedule provides an outline of when readings will be covered in class.
3. Class Assignments and Activities
 - a. Blackboard Posting –
 - i. *Nickel and Dimed* (4 points) – On January 22 and 29, you may either write an original post or respond to an existing post **evaluating** what you see as the most important ideas in the book. Both posts should only be a few sentences, and are due by noon on each class day.
 - ii. Questions/Comments for Speakers – (10 points total). On five class days, we will have speakers on various Career Development topics. Students will earn 2 points for each indicated class day for posting a comment or reflection for that speaker. To fulfill this requirement, the questions:
 1. Should be informed by class material. “How do you like your job?” is NOT an informed question. “How can school counselors promote career development interventions in an era of high stakes testing?” is more informed question.
 2. Must be posted by NOON that class day.
 - b. Vita/Resume: Students will be asked to prepare a professionally-relevant vita or resume, which we will review in small groups during class (4 points).
 - c. Career Resource Library: Students will work in groups at the Career Center to locate occupational information. (2 points)
 - d. Assessment: Students will be asked to take two career inventories (Strong Interest Inventory and Myers-Briggs Type Indicator) and a more general psychological coping measure (Preventive Resources Inventory). You will need to pay \$40 to cover the costs of the first two tests. If you have taken these tests recently and have the results available in a format similar to that used by the Career Center, you do not need to take the tests again, but you will need the reports. **Students must be present for the test interpretation to receive test feedback.**
 - e. Assessment Feedback Interviews: You will have the opportunity to role-play career assessment feedback in small groups with other class members. You will be asked to write an integrative report based on this interview following guidelines provided by the instructor (20 points).

- f. Examinations: There will be two exams in this course; covering the first and last half of the semester, respectively. The exams contain objective and short-answer items and count for 30 points each.

Evaluation

Exam 1	30 points
Exam 2	30 points
Interview Paper	20 points
Class Participation	<u>20 points</u>
Total	100*

*Late assignments receive a penalty of 10 % per day. General class participation (i.e., consistent attendance, participation in class discussion) is expected.

Grades: 100 – 95 = A; 94 – 90, A -; 89- 87 = B+; 86 – 84 = B; 83 – 80, B-; 79 – 77, C+; 76 – 74 – C; 73- 70, C-; 69 – 67 = D+; 66-64 = D; 63-60 = D-; 59 or below = F.

Course Schedule

- Notes: 1. Readings should be completed before the class day on the schedule.
2. Italicized readings refer to course packet; bolded text refers to deadlines or class assignments

	<u>Topics</u>	<u>Readings</u>
Jan 15	History and Overview of Career Development	<i>Niles Ch. 1; Gibson</i>
Jan 22	Introduction to Career Models Person/Environment CC Low income workers: <i>Nickel and Dimed</i> Students take assessments (MBTI, SII, PRI) Blackboard posting due on Nickel and Dimed	<i>Warnath; Young et al.; Shallcross</i> Ehrenreich pp. (1-49)
Jan 29	Developmental Models Low income workers: <i>Nickel and Dimed</i> Blackboard posting due on Nickel and Dimed	<i>Niles Ch. 2 (pp. 42-62)</i> Ehrenreich (pp. 50 – end)
Feb 5	Career Development in School Settings Speakers: Teri Wood, Ph.D., & Karina Reyna, M.Ed., AISD School Counselors; Jenson Reiser, Developing Resumes Blackboard question for speaker(s) due at noon	<i>Rullo et al.; Samide & McElligott</i>
Feb 12	Krumboltz's Model Speakers: Kaitlyn Flynn, M.Ed., Recruiting Coach, and Dana Downey, M.Ed., Senior Career Coach, Liberal Arts Career Center Blackboard question for speaker(s) due at noon; Bring 4 resume copies	<i>Krumboltz; Niles Ch. 2 (80-88); Duffy & Dik</i>

Feb 19	EXAM 1	
Feb 26	Career Assessment, Resources, and College Students (Meet at class as scheduled; we will visit Jester A.115 at 5pm for Library Search, MBTI results)	<i>Hinkelman & Luzzo</i>
Mar 5	Holland's Typology Career Interpretation and Interviewing SII and PRI Results	<i>Niles 2 (pp. 69-78); Amundson et al.; Zunker Ch. 2</i>
Mar 12	Spring Break	
Mar 19	Career Interviewing	<i>Liptak Ch. 4 – 5; Ward & Bingham</i>
Mar 26*	Overview of Diversity and Career Development Sexual Identity Speaker: Shane Whalley, MSSW, Senior Program Coordinator, Gender and Sexuality Center Blackboard question for speaker(s) due at noon	<i>Niles Ch. 4; McIntosh Pope et al.; Pepper & Lorah</i>
April 2 *	Diverse racial and ethnic groups	<i>Flores & Heppner</i>
April 9 *	Gender	<i>Betz; Herlihy & Watson, Ch. 17</i>
April 16	Persons with Disabilities Speaker: Jennifer Maedgen, Ph.D., Senior Associate VP, Division of Diversity and Community Engagement Blackboard question for speaker(s) due at noon	<i>Hamlet & Burnes; Mpofu & Harley; Stauffer et al., Ch. 15</i>
April 23	Adults in Career Transition Speaker: <i>Janet Cavitelli</i> , Ph.D., Psychologist Spirituality and Religion	<i>Duffy</i>
April 30	EXAM 2 Due date for career interview paper TBD.	

* We are scheduled to practice providing career assessment feedback in the TARA area of SZB during these class days.

Appendix Council for Accreditation of Counseling and Related Educational Program (CACREP) Standards Relevant to EDP 381 Career Development

Curricular Experiences – studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision-making; and,
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

School Counseling

A.5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

C.2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

E.2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

G.3 Identifies various forms of needs assessments for academic, career, and personal/social development.

H.2 Selects appropriate assessment strategies that can be used to evaluate a student's academic, career and personal/social development.

M.3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.