

THE UNIVERSITY OF TEXAS AT AUSTIN

EDP 381: CAREER DEVELOPMENT (Spring, 2015)
Unique Number: 10495

Tuesdays, 4:00-7:00
Room: SZB 330

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			*Preferred

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ADA Compliance Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>

Following the certification of your needs, I will work with you to make appropriate arrangements.

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.

- Students will demonstrate an understanding of the historical role of career development in the counseling field.
- Students will practice fundamental helping skills necessary to career counseling and coaching.
- Students will study, understand and apply major career and counseling theories relevant to career counseling and coaching.
- Students will demonstrate knowledge of the appropriate role and use of testing in career development.
- Students will be able to access occupational and labor market information relevant to client needs.
- Students will identify the role of a counselor in career planning in academic settings.
- Students will develop awareness, knowledge and skills to enhance their multicultural competencies necessary for providing career services to diverse groups.
- Students will demonstrate competency in integrating assessment and interview information by writing a report based on their interview with a class member.

Required Texts

Eliason, G., Eliason, T. Samide, J., & Patrick, J. (Eds.). (2014). *Career development across the lifespan: Counseling for community, schools, higher education, and beyond*. Charlotte, NC: Information Age Publishing.

Course packet available at Jenn's Copiers 2200 Guadalupe, 512-473-8669

Optional Reading

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York, NY: Holt.

Course Requirements

Class Participation and Attendance (10 points): Class discussion is an important factor in graduate level education. In addition to large class discussions, students will participate in small discussion groups and role-plays to apply the concepts covered in the course. Please complete assigned readings before class to facilitate your discussion. The class schedule provides an outline of when readings will be covered in class.

Vita/Resume (5 points): Students will be asked to prepare a professionally-relevant vita or resume, which will be reviewed in small groups during class.

Career Resources Activities (5 points): On February 17th, students will engage in an interactive exploration of resources for career counselors and coaches. Working in small groups, they will identify resources in the Career Resource Library in Vicks Strategic Advising and Career Center and respond to case studies by exploring various resources online.

Career Topic Analysis: (20 points). Students will choose a topic of interest related to career development/counseling/coaching. Recommended sources for topics are the chapters in the textbook that are not assigned. Using 3 sources (1 chapter from the text plus 2 supporting sources – 2 scholarly articles OR 1 scholarly article and 1 reputable website), students will write a brief paper (3 pages) outlining career issues related to the topic. If you choose a topic not represented in an unassigned chapter in a text, please see the instructor or the TA for topic approval and equivalent research support.

Career Assessment Interview Project (40 points):

- A. Career Assessments (10 points):** Students will be asked to take three assessments helpful for career counseling (*Strong Interest Inventory - SII*, *Myers-Briggs Type Indicator-MBTI*, and the *Preventive Resources Inventory-PRI*). 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 to bring the reports to class. Completing these reports on time will count for 10 points. **Students must be present for the test interpretation to receive test feedback.**
- B. Interpretive Report (30 points):** Students will interview another class member using a career interview and the results of the SII, the MBTI and the PRI and write an integrative report. The directions for the integrative report are posted under Assignments on Canvas.

Examinations (60 points): 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. The exams will be posted on Canvas and are to be completed outside of class by the students.

Evaluation*

Participation	10 points	A	=	113-120
Resume & Resume Review	5 points	A-	=	108-112
Career Resources Activities	5 points	B+	=	104-107
Career Assessments	10 points	B	=	100-103
Integrative Assessment Report	30 points	B-	=	96-99
Exam 1	30 points			
Exam 2	30 points			
Total	120*	Graduate students earning a C+ or below will need to re-take the course.		

*Late assignments receive a penalty of 10 % per day.

Course Policies and Student Responsibilities

ATTENDANCE AND PARTICIPATION. Graduate studies rely on discussion and interaction as major tools of learning; therefore, students are expected to attend class. Please let the instructor know if you will be missing class for any reason. A consequence of choosing to not attend class may be a lowered grade. Missing more than 2 classes may result in a failing grade even if you are enrolled as Pass/Fail.

CLASS MATERIALS. Students are responsible for class materials, including classes they have missed due to an absence.

COMPLETION OF ASSIGNMENTS: Students are responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. Consider your assignments as the beginning of your counseling profession. Please use proper spelling, grammar, and organization. Students are encouraged to visit the Graduate Writing Center for assistance with producing written material.

ACADEMIC INTEGRITY: If using others' ideas or quoting others' thoughts, please use APA style for citation, and provide a reference at the end of the assignments. If you have questions about what constitutes scholastic dishonesty, please talk with the instructor. Examples of scholastic dishonesty are *unauthorized collaboration* (e.g. cheating, getting a friend to read a paper and taking their ideas without acknowledging them, asking students in other sections about an upcoming exam), *plagiarism* (failure to cite the source of an idea or group of words that is not your own), and *multiple submissions* (turning in the same or a similar paper to fulfill multiple scholastic requirements). Scholastic dishonesty can be avoided by always turning in your own work and learning the proper citation techniques for borrowed words or ideas. The University of Texas provides students with resources such as the UT Learning Center and the Undergraduate Writing Center to aid students in maintaining academic integrity. Consequences for dishonesty range from receiving a failing grade to permanent dismissal from the university. Some helpful information on academic integrity can be found at this web address. http://deanofstudents.utexas.edu/sjs/acint_student.php (Links to an external site.)

DIFFICULTY WITH THE COURSE: If having problems with the course, please assume responsibility for notifying the instructor when difficulties arise. (Don't wait until the end of the semester!) A little known fact: Richard Light, a Harvard professor, reports that an important variable between successful and unsuccessful college students is help-seeking behavior (asking professors questions, using the Teaching Assistants, using the learning center, etc.).

FEEDBACK TO THE PROFESSOR: Feedback is welcome because the course is a team effort.

RESPECTING DIVERSITY: Students are requested to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.

RELIGIOUS HOLIDAYS: University policy is to respect religious holidays. Please advise the instructor of any upcoming holidays and the specific dates that you will be missing classes so that arrangements can be made for assignments and so that you are able to cover class materials.

PROFESSIONAL USE OF ELECTRONIC DEVICES: I believe that use of electronics to connect to the outside world during class is a barrier for connection to the class. Use of electronic equipment for personal use during class activities also demonstrates a lack of respect toward the instructor and other students. Finally, media usage not related to the class tends to be distracting to other students and is very distracting to me. Please check your cell phone prior to class to make sure that it will not ring or otherwise signal during class.* Refrain from the use of texting and checking messages in class. I respect your right to use your computers for note-taking in class. Please respect my need to have computers used only for note-taking and do not check emails, Facebook or otherwise use your computer for personal use during class. Excessive use of electronics may count as a class absence. *If you have direct child care responsibilities, please use cell phones only for emergencies and step out of the room if you must check a message by either text or phone.

REGISTRAR DATES: March 30th is the last day to drop a class without a possible academic penalty or to change the grade to pass/fail.

COURSE EVALUATIONS: The instructor will participate in the course evaluation system.

COURSE OUTLINE, READINGS AND ASSIGNMENTS
(Subject to Revision)

	Topic & Activities	Before Class	Assignments Due
Jan. 19	History and Overview of Career Development Self-Marketing – The Resume Guest Speaker, Jenson Reiser	Text: Chapter 1	STUDENTS BEGIN TO TAKE ASSESSMENTS (MBTI, SII, PRI)
Jan. 27	Theories - Holland & Super Resume Review	Text: Chapter 2, 21-34	RESUME DUE (4 COPIES!!)
Feb. 3	Theories - Schlossberg, SCCT, Krumboltz + others	Text: Chapter 2, 34-50	
Feb. 10	Theories - Applying Counseling Theories	Text: Chapter 8 CBT Solution Focused Packet: Duffy	MBTI, SII & PRI DUE
Feb. 17	Occupational Resources & Career Assessment – MBTI/SII Vick's career counselors will walk you through interpreting your results on the MBTI and SII. Following class, you can find more information if you would like at http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/	Text: Chapter 8 (Also review Holland's Theory from Chapter 2 in the text.) Packet - Zunker	
Feb. 24	The Career Interview Guest Speaker: Chris McCarthy	Packet: Liptak	EXAM I- POSTED
Mar. 3	Settings: K-12 Schools Guest Speaker: Teri Wood	Text: Chapters 12, 13, 15 & 16 Packet: Gibson	EXAM I – DUE TODAY AT 4:00 P.M.
Mar. 10	Settings: Higher Education Guest Speaker: Greg Hill	Text : Chapters 21, 23, 24, 25, & 28	
Mar. 17	SPRING BREAK		
Mar. 24	Practice: Career Interview	(Lots of Reading Ahead!)	
Mar. 31	Diversity & Career: Overview & Race/Ethnicity Interview A	Text: Chapter 36 Packet: Niles Ch. 4 Packet: McIntosh	TOPIC PROJECT DUE
Apr. 7	Diversity & Career: Gender Interview B	Packet: Betz Packet: Herlihy & Watson	
Apr. 14	Diversity & Career: LGBT* Interview C	Packet: Pope et al. Packet: Budge et al.	
Apr. 21	Diversity & Career: Persons with Disabilities Speaker: Emily Shryock Disabilities Service Coordinator	Text: Chapters 17, 18, 33 & 34	
Apr. 28	Socioeconomic Issues and Career Development	Text : Chapter 7 Packet: Ehrenreich - <i>Nickel and Dimed</i>	INTERPRETIVE REPORT DUE EXAM II POSTED
May 5	Careers for Career Specialists Speaker: Janet Civitelli, Ph.D. Self-Marketing: The Portfolio	Text: Chapter 9	EXAM II DUE SATURDAY, MAY 9TH AT 11:59 PM