

Career Development
EDP 384C Summer, 2017 Unique # 74310
SZB 435 9 - 12 noon, M,T, TH

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Course Overview and Structure

This course introduces students to social science models of career development. Career development is a continuous process of charting a path through life and the world of work, and is shaped by many factors: innate characteristics (e.g., physical dexterity, sensory perception), social identity factors (e.g., gender, race, social class, and many other aspects of identity), psychological factors (e.g., personality and interests), and external forces (including changing features of the economy, technological development, and culture). Career development is also influenced by happenstance, which refers to unanticipated and sometimes unpredictable factors that shape a person's career.

Career development is a relatively new idea, since historically most people entered the occupation dictated by their family of origin and social class. The world of work has changed dramatically in the past century, however, as have the steps necessary for obtaining a satisfying career. Yet we ask students to begin planning their careers early in life, often before they have accrued the necessary cognitive and emotional development to make important life choices, and before they have gained sufficient work experience to crystallize their interests and skills. Moreover, students are guided (if they are lucky enough to have guidance) by adults who themselves may have a limited understanding of how to effectively plan careers in the 21st century.

Students will be invited to apply this knowledge to themselves and to consider how to use course materials in future work with clients and students. A recurring theme therefore is using social science models to gain an understanding of the career development process - particularly in terms of how career paths emerge from both individual characteristics (interests, personality, and capacities for coping with life events), as well as broader contextual factors in the world of work. Designed as a survey course with a strong experiential component, my goal is to provide students an understanding of important topics, models, and interventions in the career development field, in order to provide a platform for future supervised training in career development interventions.

I have selected readings, assignments, and activities that I hope will provide you with an understanding of the important role careers can play in the welfare of students and clients. This

class can also be used to promote your own self-exploration. In order to help others, I believe we first need to examine our own career trajectories. What I found fascinating about career development is that it involves finding connections between two dynamic entities - the person, and the world of work.

Services for Students with Disabilities

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. I encourage students to utilize these resources whenever appropriate, and to contact me very early in the semester to begin talking about appropriate accommodations for this course. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Required Readings

Inkson, K., Dries, N., & Arnold, J. (2015). *Understanding Careers*. (2nd ed.). Los Angeles, CA: Sage (see Tools for the Road in Canvas about how to obtain a copy)

Additional required readings available in Canvas

Course Objectives

Objective 1: Students will develop an understanding of the lifetime nature of career planning.

- a. Students will learn definitions of important career planning concepts, such as work, career, leisure, and career development.
- b. Students will discuss and identify connections between personal life and work life

Objective 2: Students will learn how standardized career assessments are used by social scientists according to Trait-Factor Models of Career Development, which emphasize matching individual characteristics (traits) to work environments (factors).

- a. Students will complete the Myers-Briggs Type Indicator personality inventory, the Strong Interest Inventory, and the Preventive Resources Inventory.
- b. Students will reflect on their understanding of their results on these inventories and integrate both outcomes and interpretations into a multifaceted self-assessment profile.

Objective 3: Students gain an understanding of psychological theories of human development, and such models have changed across historical periods and social structures.

- a. Students will discuss and identify how developmental stages proposed by Donald Super have changed across historical periods and social structures.
- b. Students will discuss and identify salient life roles during each stage of career development, and how life roles are influenced by contextual factors.
- c. Students will integrate their understanding of individual characteristics and the role of development in career planning.
- d. Students will learn key concepts associated with the Happenstance Model of Career

Development.

Objective 4: Social and Historical Dimensions of Work

- a. Students will examine how careers are understood, and career decisions are influenced by, historical, cultural, and ideological context factors.
- b. Students will discuss how demographic, economic, labor market, social, organizational, technological, and chance factors impact career planning.
- c. Students will understand that individual career choices can be limited to some extent by boundaries imposed by outside forces.

Objective 5: Social Learning Model of Career Development. Students will obtain information about the Social Learning Model of Career Development, which emphasizes how personal agency is connected with learning and skill development associated with external experiences.

- a. Students will apply the social learning model to research the career fields in which they are most interested.
- b. Students will analyze the complex network of social relationships that underlie the world of work.
- c. Students will explore the role of narrative within career and leverage a variety of formats to begin building a professional identity.
- d. Students will contrast the social mores of work with those of educational settings.

Course Requirements

1. Course participation and attendance: Counseling and helping are fundamentally human activities, and in this class there is no substitute for class attendance. The class meets face to face on Monday, Tuesday, and Thursday, and the equivalent one extra class meeting per week will be spent engaging in online activities. Students receive a deduction of 10 points for a missed class, UNLESS prior arrangements have been approved by me, or an unanticipated exigency has arisen. Even if an absence is approved, students must make up all work for that day, and write a three page thought paper on that days readings/topic for me to reinstate the 5 points. I will also keep track of timeliness using “roll call” in Canvas, and consistent tardiness may result in a 1 point deduction for each instance. In all but exceptional circumstances, missing more than two classes (even with prior notice and approval) will result in a failing grade for the class.

2. Class discussions: Class discussions, hosted in Canvas, can be a valuable way to exchange ideas, engage course materials, and prepare for presentations from guest speakers. The class schedule provides an outline of discussions are planned. In my experience, students consistently provide thoughtful and respectful dialogue in class discussions, which is the expectation for this class. Discussions are graded credit/no credit, and credit is awarded for active and timely participation. If you have a technical issue, please contact Karen French at oi2@utexas.edu and include Career Development Course Help in the subject and copy me - this will allow you to gain credit if technical issues cause you to miss a deadline.

3. Assignments: Similar to class discussions, assignments are hosted in Canvas and are designed to help you engage course materials. Unlike discussions, which focus mainly on exchange of

ideas, assignments are also intended to familiarize you with career development activities and interventions, mainly through application to you and your own career development. Throughout the term, you will be asked to work on assignments connected to the various topics we cover. Each of these assignments are designed as building blocks towards the final component of the class, the career portfolio, which is described next.

4. Career Portfolio: The career portfolio is designed as a capstone to this course, in which you weave together the various assignments in the class, and in doing so demonstrate your identity and competencies as a helper in training, all the while keeping in mind we are all works in progress.

5. A few words about keeping up with stuff: All of the helping fields are complex and require considerable self-direction. It is simply not a good career choice unless you are self-motivated to learn and seek out opportunities for growth. Therefore, during this term, we will not spend too much time reviewing material you are assigned to read, so we can focus on engaging the material through discussion and application. It is therefore important to complete assigned readings and activities in a timely manner. I have worked closely with our College Office of Instructional Innovation to design the class Canvas page so that it helps you organize your readings and assignments. However, there is no substitute for careful attention to class assignments and readings.

At numerous points during the course, students will be asked to interact with each other through class and online discussion, work cooperatively, and provide each other feedback on assignments. The instructor will provide guidelines for making this element of the class a productive and respectful process (see **Rules of the Road** in Canvas).

Grading Framework

1. Course Participation	15 points
2. Class Discussions	20 points
3. Assignments (15 assignments/1 - 3 points each)	40 points
4. Career Portfolio	15 points
5. LinkedIn Profile	10 points

Assignment of Letter 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.

