

**Wake Forest University
Department of Counseling
CNS 743: Career Development
Spring 2017
Thursdays 9-11:30am
Location: Carswell 205**

Instructor: Seth C.W. Hayden, Ph.D., LPC (NC,VA), NCC, CCMHC, ACS
Office: Carswell 205
Office Hours: Mondays, 2-3; Tuesdays, 11:30-1:30; or by appointment
Phone: 336-758-8624
E-mail: haydensc@wfu.edu
Mail box: Carswell 234

Course Content and CACREP Standards: The content of the course is designed to meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards from Section 2, Professional Identity, under subheading 5 entitled Counseling and Helping Relationships, subheading 6 entitled Group Counseling and Group Work, subheading 7 entitled Assessment, and subheading 4 entitled Career Development. Your examination of this subject matter will involve information on aspects of career development such as assessment, intervention development, and providing culturally competent assistance, including all of the following aspects:

Subheading 5: Counseling and Helping Relationships

k. strategies to promote client understanding of and access to a variety of community based resources

Subheading 6: Group Counseling and Group Work

b. dynamics associated with group process and development

Subheading 7: Assessment

i. use of assessments relevant to academic/educational, career, personal, and social development

Subheading 4: Career Development

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences

- e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

Learning Outcome Objectives:

Upon successful completion of this course, you will be able to:

- Identify and apply the major theories of career development and career decision-making models (II.F.4.a)
- Demonstrate knowledge about the structure of occupations, the labor market, and individual and societal issues in career development (i.e., multicultural and gender issues) (II.F.4.d.j.)
- Identify major sources of career and educational information available through the Internet, career information systems, and printed materials (II.F.4.c.)
- Administer and interpret printed and computer-based assessments of career interests, beliefs, and values (II.F.4.e.i.)
- Integrate career development theory and assessment results with career counseling interventions (II.F.4.e.i.)
- Explain the interrelationships among and between work, family, and other life roles and factors, including multicultural issues (II.F.4.b.g.j.)
- Critically evaluate career and educational planning, placement, follow-up and evaluation (II.F.4.f.)
- Analyze career counseling processes, techniques, and resources, particularly as they apply to specific populations in a global economy.

Methods of Instruction: This course uses a foundation of brief lectures, experiential exercises, and class discussions to engage students in critical reflection. Student presentations make up a significant portion of the latter class meetings.

Required Text:

Niles, S. G., & Harris-Bowlsbey, J. H. (2016). Career development interventions (5th ed.). Upper Saddle River, NJ: Pearson/Merrill. ISBN: 978-0134286303

Supplemental Text:

Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2014). Essential elements of career counseling: Processes and techniques (3rd ed.). Upper Saddle River, NJ: Merrill/Pearson Education. ISBN: 978-0-13-285064-3

Student performance evaluation criteria:

Summary of Learning Activities with grade weights:

Learning Activity	Points
Participation	10% - 20 points
Strong Interest Inventory Reflection (II.F.4.a.e; II.F.7.i)	10% - 20 points
Constructivist Resume/Action Plan (II.F.a.e)	5% - 10 points
Small Group Session Conceptualization (II.F.4.a.b.i; II.F.6.b; II.F.7.i)	5% - 10 points
Career Autobiography (II.F.4.a.b.d)	20% - 40 points
Group Presentation (II.F.4.a.b.j)	20% - 40 points
Annotated Website (II.F.4.c.f.h; II.F.5.k)	10% - 20 points
Final Exam (II.F.4.a.e.g.h.i.j)	20% - 40 points
Participation	10% - 20 points
Totals	200

Grading Scale:

A ($\geq 93\%$) B+ (87-89%) B- (80-82%) C (73-76%) D (60-69%)
 A- (90-92%) B (83-86%) C+ (77-79%) C- (70-72%)

Description of Learning Activities:

- **Participation** (10% - 20 points): I will evaluate your active participation in the course. This grade will reflect your level of respective engagement and contribution in class and your degree of preparation before class as demonstrated during course time (i.e. did you do the readings and can interact with the material?).
- **Strong Interest Inventory (SII) and Reflection** (10% - 20 points):
 Go to the Skills One Online Administration.: <https://online.cpp.com/en/index.aspx>

Fill in the following case-sensitive blanks to access the site:

Login: deacons1
 Password: counseling1
 ID: (leave blank)

On the next page, find the Strong Interest Inventory. Click to open the introductory page. The only information you need to provide is name, gender, and e-mail. **BE SURE TO INCLUDE YOUR E-MAIL ADDRESS SO THAT RESULTS CAN BE SENT TO YOU AND THE INSTRUCTOR.**

Take the SII online. When you finish, follow the directions for logging out. The results

will go to your instructor, who will send them to you in e-mail format.

After receiving your results from your instructor, submit a one to two-page response describing your thoughts and reactions to the results you received. In your response, focus on:

How well the General Occupational Theme code coincides with the way you view yourself?

Which of the Basic Interest Scales (if any) coincide with your career interests?

How well the Occupational Scales represent your career interests?

Note: The occupational scales do not indicate specific occupations that “match” your style. Instead, they show how well your response patterns to the assessment items coincide with people who are happy in a particular occupation.

- **Constructivist Resume/Action Plan** (5% - 10 points): This paper requires you to think about what you would like your resume to look like in 5 to 7 years (2020 – 2022). Write a Resume with the title “Constructivist Resume for Your Name Representing My Future Career Plans.” We will go over this in class, and class members will be given sample constructivist resumes. **Please note:** This resume should never be used for the purpose of applying for or obtaining a job. It is only intended for your personal reflection, goal setting, and identity development.

In addition to your Constructivist Resume, **you are also required to write a one to two-page paper (Action Plan)** describing what actions (e.g., continuing education, completing workshops, attending conferences, volunteer work, etc.) you plan on taking to make your Constructivist Resume a reality.

We will process these resumes in class with your peers, so please only include information you feel comfortable with your classmates reading.

- **Small Group Conceptualization Write Up** (5% - 10 points): As you are facilitating the small groups for the Wake Forest University undergraduate students, you will consider the specific aspects of one of the sessions you facilitate/co-facilitate. You may pick any of the sessions to examine for the paper. While the due date may be after you have completed the facilitation of all the small groups, I encourage you to write your conceptualization in close proximity in terms of time to when the session you select occurred. You will write a one to two-page conceptualization of the experience. Addressing the following questions.
 1. What were the career-related concerns of the small group participants?
 2. What feelings were verbally/non-verbally communicated by the participants related to their concern during the session?
 3. What associated concerns (e.g. developmental, family, mental health, etc.) may be connected to the concern?
 4. What strategies did you utilize to assist them during the session?

5. Overall, to what degree do you sense the session was helpful to the participants?
6. What from this session will be important to keep in mind for the next small group?

- **Career Autobiography** (20% - 40 points):

Part I: Each student will write a **5-7** page document highlighting his/her personal career development. This is your opportunity to synthesize your growing understanding of career development by applying your knowledge to self. Areas to include (but are not limited to):

Early Career Development

Family demographics/background

Early dreams/Career fantasies

Cultural influences on career (gender, SES, ethnicity, etc.)

Education (school experiences, higher education choices, etc.)

Career History (previous jobs, changes, etc.)

Significant Factors

Internal

External

Part II: Application of Theory (utilize 1 to 2 career theories to conceptualize your own career development to this point in your life- must be at least **2-3** pages.)

Please utilize citations *at least* in the theory application section. The rest of the paper is self-reflective and citations are optional. Please use appropriate APA headings.

- **Group Presentation: Special Population/Theory Integration Activity** (20% - 40 points):

This assignment allows you to integrate knowledge of diverse populations, career theory, and informational resources. There will be **TWO SECTIONS**.

Section I. In groups of 3, prepare a creative, discussion-generating **45-minute presentation** for the class. This presentation should provide:

-An overview of your population of focus (i.e., those with disabilities, LGBT, retirees, single parents, transitioning military servicemembers, ex-offender, dual-career couples) including information about your demographic group, particular career challenges/barriers, advocacy needs, mental health risks, etc. (10 minutes). A brief pp might be helpful for this section.

-A psychoeducational activity that would be of assistance to this group and that is grounded in a specific career theory (your choice of which one). Your group will lead the class through this activity as if the classmembers were a group of your diverse population. You may choose an established activity (must site your source) or come up with your own. (25 minutes). Please summarize the activity and instructions in a handout for your classmates. Utilize references if appropriate.

-Processing- Your group will lead the class through a processing section where we will all reflect on the activity, evaluate its usefulness and application of theory. (10 minutes)

- **Section II. Annotated Website List (Individual Portion)** (10% - 20 points):
Develop a list of Career Development links that would be useful for your particular population. 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 of the websites selected. You are encouraged to rate your sites, using a star system or some other creative method. You will present your favorite website to the class as part of your presentation. *Each class member will create their own list.*
- **Final Exam** (20% - 40 points)
Final exam will be a take-home exam and will include multiple choice questions, and essay questions. It will be due by May 4th at 11:59pm. The exam will be presented in Sakai and is closed-book/notes unless stated otherwise.

Schedule of Classes and Assignments

Date	Topics	Required Reading	Assignments Due
Jan 12 Week 1	Class Intro Syllabus Review Intro to Career Counseling	Choose groups (in class)	
Jan 19 Week 2	Introduction to Career Development Interventions	Ch 1 www.ncda.org (Look through site and bring to class 2 things that stood out to you.)	Strong Interest Inventory
Jan 26 Week 3	Understanding and Applying Theories of Career Development <ul style="list-style-type: none"> ● Super’s Life-Span ● Roe’s Personality Theory ● Holland’s Theory ● Krumboltz’s Theory Guest Speaker: Dr. Kevin Glavin, Career Construction Theory	Chapter 2	Strong Interest Inventory Reflection
Feb 2 Week 4	Understanding and Applying Recent Theories of Career Development <ul style="list-style-type: none"> ● SCCT ● CIP 	Chapter 3	

	<ul style="list-style-type: none"> ● ILP ● Career Construction ● Chaos Theory Guest Speaker: Dr. Spencer Niles, Hope-centered Career Development		
Feb 9 Week 5	Providing Culturally Competent Career Development Interventions Guest Speaker: Dr. Debra Osborn, Cognitive Information Processing	Chapter 4	Part I of Autobiography Due
Feb 16 Week 6	Assessment and Career Planning Guest Speaker: Dr. Scholl, Career Construction Theory	Chapter 5	
Feb 23 Week 7	Career Information and Resources *No Class Due to NCCA conference	Chapter 6	Constructivist Resume/Action Plan Due
March 2 Week 8	Using Information and Communication Technologies Experiential Process Group – Small Groups – In Career Class	Chapter 7	Small Group Conceptualization Write-Up
March 9 Week 9	Spring Break!!	Enjoy a well-deserved break!	
March 16 Week 10	Career Counseling Strategies and Techniques	Ch. 8	March 16
March 23 Week 11	Designing, Implementing, and Evaluating Career Development Programs and Services Experiential Process Group – Career Autobiography- In Group Class	Chapter 9	Final Career Autobiography Due
March 30 Week 12	Career Counseling in Various Settings	Choose a Chapter based on Your Interest (Chapter 10,11,12,13 or 14)	Group Presentation 1&2
April 6 Week 13	Career Counseling in Various Settings		Group Presentation 3&4

April 13 Week 14	Ethical Issues in Career Development Interventions	Ch 15	Group Presentation 5
April 20 Week 15	Processing		
May 4 Week 16			Final Exam Due by 11:59 PM

*Note: This class schedule of readings and assignments is tentative and may be altered or changed during the semester at the discretion of the instructor.

Disability Accommodation Policy and Procedure: Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center within the first two weeks of the semester at 117 Reynolda Hall, WFU, Winston-Salem, NC, 27109. Phone: 336-758-5929. Email: lacenter@wfu.edu.

Emergency Contingency Plan:

In the event that the university closes due to a pandemic or other disaster, please continue with the assigned readings and adhere to due dates of assignments. If the internet is available, please send assignments to iversnn@wfu.edu.

If there is no internet available, you can mail assignments to:

556 Covington Ridge Road, Winston-Salem, NC 27107

If the internet is available, Professor Ivers will be available for normal office hours by WebEx or by phone.

Academic Policies and Honor Code

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty. The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate Student Academic Honor Code](#), which can also be accessed on the [Graduate School website](#).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or book during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.

- **Plagiarism:** appropriating or passing off as one's work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

Other Academic Policies

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the [Wake Forest Student Handbook](#).