

NIAGARA UNIVERSITY
Department of Educational Leadership and Counseling
EDU 664 Career Counseling
SPRING 2006

Instructor: Roselind Bogner, Ph.D.

Location: St. Vincent's Hall Room 109

Time: Saturday: January 28, February 18, March 4, April 1, and April 29

Phone: 286-8545

Office Hours: Timon Hall Room 2

Monday 10:30-12:30

Tuesday 2:00-4:00

Wednesday 2:00-4:00

Email: rbogner@niagara.edu or roselind@adelphia.net

A. Course Description

This course critically examines the factors involved in career development including intellectual ability, aptitudes, personality, interests, and environmental influences. The value of theories of career development and what theories can be used to understand career development are also stressed.

B. Methods of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking, reflection and social interaction. Instructional methods will include class and small group discussions, individual and cooperative activities, presentations by instructor and classmates, and observations of instructional videos and PowerPoint presentations.

C. Required Text

Brown, Duane. (2003). *Career Information, Career Counseling, and Career Development*. (8th Edition). Boston, Mass: Allyn and Bacon.

Various readings to be assigned throughout the semester.

D. Course Objectives

Knowledge

- To develop an understanding of the social and psychological implications of work
- To acquire an understanding of the major theories of career development
- To be familiar with the Secretaries' Commission on Achieving Necessary Skills (SCANS)
- To understand the The National Standards for School Counseling Programs as they apply to career development
- To be familiar with several interest surveys
- To understand and address work-related stress
- To understand the process of decision-making
- To recognize important influences in one's own career development

Professionalism/Leadership

- To learn to apply specific techniques in career counseling with diverse client populations
- To have a working knowledge of the New York State Learning Standards for Career Development and Occupational Studies (CDOS)
- To be able to utilize classroom activities (K-12) in order to develop student competencies in the area of career development
- To have a working knowledge of resources related to college admissions, financial aid, scholarships, and job search techniques
- To be able to compare and utilize effectively a variety of career related web sites
- To become prepared educational leaders
- To develop skills related to collaborating as a team member, and functioning effectively with other professionals in a school or agency setting
- To understand the interrelationships between career and lifestyle

E. Course Requirements

- Class Participation/Attendance (10%) **(2 points for each class)**
- Website Assignment (10%) **DUE FEB. 9 VIA BLACKBOARD**
- **Theory** Group Presentation with handout (15%) **FEBRUARY 18**
- Resume/Cover Letter/ Letter of Recommendation (15%) **DUE MARCH 4**
- **Special topic** group presentation with handout (15%) **APRIL 1 AND APRIL 29**
- Career Autobiography (20%) **DUE APRIL 29**
- **Test April 1**

F. Evaluation Process

Final Grades will be determined according to the following:

- 99-100 = A+
- 94-98 = A
- 90-93 = A-
- 88-89 = B+
- 84-87 = B
- 80-83 = B-
- 78-79 = C+
- 74-77 = C
- 70-73 = C-

G. Course Attendance and Participation

Your presence at each class is expected and essential. Please notify the instructor if you will be absent from class due to family emergency or illness. Any absences will adversely affect your final grade because active participation in all class activities is an essential aspect to your achieving the required knowledge and skills. An additional assignment will be required for one day's absence.

H. Academic Integrity

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principle violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission. ***Plagiarism*** is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University's policy on cheating, plagiarism, procedures and penalties.

I. Students with Disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Course Calendar Spring 2006

<i>Date</i>	Topics	Assignments Due
Jan. 28	Introductions, Syllabus, Assignments Using Blackboard, True Colors, SCANS, New York State Standards, ASCA Standards, The Meaning of Work Factors Influencing Careers Website Exploration Theories of career development Speaker: Tony DeSena Career Training Concepts, Inc.	
Feb. 18	<u>THEORY PRESENTATIONS</u> Ann Roe, Duane Brown, John Holland, Gottfredson, Lofquist and Dawis, John Krumboltz, Frank Parsons, Donald Super, SCCT-Lent, Brown and Hackett Resumes, cover letters, letters Of recommendation Interviewing Techniques Job search process Speaker: Stephanie Newman Niagara University Career Development Center	Chapters 1-4, 13, 14
March 4	Career Counseling Techniques Strong Vocational Interest Inventory Speakers: A Panel of personnel	Resume/cover letter/ job posting/letter of recommendation

Course Evaluations

Conclusions

Speaker: Ms. Kara Kirk

Orleans/Niagara Board of Cooperative Educational Services

February Theory Presentation

Each group of students will provide a 20 minute presentation regarding the theory assigned in class. Students are encouraged to provide a demonstration, case study examples, role play, video, or any creative activity to bring the theory to life. All media equipment in the room is available to students.

A 3-4 page handout should contain the following information if applicable:

- Background of theorist
- Main concepts
- Define terms and/or stages
- Primary factors influencing career choice
- Appropriate for what populations
- Current status of theory
- Extent of research generated by theory
- Instruments developed to apply theory in practice

Vocational Autobiography and Self-interpretation Report

Briefly report the following information for numbers 1-3:

1. Personal data: (5%)

Age

Order of birth

Size of family

Education and occupation of mother (step)

Education and occupation of father (step)

Education and occupation of siblings, if applicable

Family work values and expectations

Other pertinent information

2. Educational data: (5%)

High school education

Most liked and disliked classes

Academic achievement

Extra-curricular activities

Post-secondary education

Choice of college and major
Internship experiences, if applicable
Current program of study – why selected
Describe any other influences contributing to educational decisions

3. **Occupational data: (5%)**

Chronology of jobs (include volunteer work)
How were jobs found?
Why were jobs selected?
Reactions to each job
Perceptions of own work behavior on the job
Most liked and disliked jobs
Why were jobs left?
List hobbies or avocations

4. Take and interpret the Strong Vocational Interest Inventory, the Work Values Inventory, the Self-Directed Search (available on-line at www.self-directed-search.com) and any additional free inventory or assessment instrument online or at a school or agency. Be sure to include tests results as appendices to final report. **(20%)**
5. Apply concepts of one or more theories of vocational development to yourself by exploring and synthesizing various factors that have been important in your career planning and decision-making (e.g., personality traits, values, interests, experiences, abilities, temperament, gender, culture, limitations, etc). **(20%)**
6. Explain how your past, present and future life styles relate to your career choices. **(5%)**
7. Recall some vocational aspirations you had in the past. Do they remain consistent with current ideas? If so, what factors continue to exist in your life? If not, what factors or situations occurred which created change? **(5%)**
8. What environmental and/or personal constraints or limitations exist or have existed in your life, which have narrowed your choices for a career? How do you propose to handle any specific barriers you may encounter towards reaching your goals in the future? **(5%)**
9. What necessary resources have been available to you that have enabled you to accomplish your vocationally related goals? Do significant others have goals or needs that are in opposition to **or** in agreement with yours? How have these significant others impacted your decisions? What are your expectations for their future influence? **(5%)**
10. Consider some important decisions you have made in your past? Describe your typical decision-making style? What could you do differently (if anything) to improve upon your decision making skills? **(5%)**
11. By integrating information you obtained from your test results, list three additional suitable career alternatives for you. Explain the reasons for their suitability. Provide specific occupational information for **only one** of these careers/occupations to include: a brief

summary of the nature of the work; working conditions; places of employment; training; educational or other qualifications; advancement potential; job outlook; earnings; and related occupations. Please provide sources of information. (5%)

12. How has this assignment influenced your philosophy of career counseling? (5%)

13. Correct grammar, spelling and sentence structure, APA format (5th Edition). (5%)

14. Minimum 5 references in APA format, including on-line resources. (5%)

Special Topics Presentation in April

A 15 minute presentation will consist of an activity to **increase student awareness of an important current issue in career counseling**. Your presentation will not be a reading of your handout. The activity and handout together should generate a 15 minute class discussion. The three person groups and the topics will be assigned in class.

2-3 Page Handout containing the following:

- list of 10 resources (minimum of 5 recent journal articles and 5 other resources)
- areas of agreement found in resources
- areas of controversy found in resources
- your opinion of the most effective/relevant career development theory and why?
- discussion questions

Bibliography

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THIS SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION OF THE PROFESSOR

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 SPRING 2006

CLASSROOM PRESENTATION FEEDBACK

Dr. Roselind Bogner

Students: _____

Date: _____

Topic: _____

PLEASE RATE EACH ITEM ON A 1-5 SCALE, WITH 1 INDICATING THE LOWEST RATING
 Your personal opinions, positive comments, and constructive suggestions for any of the grading
 criteria are welcome. Additional comments may be written on back of form.

INTRODUCTION	1	2	3	4	5
CLARITY OF CONCEPTS	1	2	3	4	5
ORIGINALITY	1	2	3	4	5
ORGANIZATION	1	2	3	4	5
RELEVANCE TO COUNSELING	1	2	3	4	5
INCREASED KNOWLEDGE	1	2	3	4	5
INTERESTING VISUALS	1	2	3	4	5
HANDOUT	1	2	3	4	5
CLOSURE /CONCLUSIONS	1	2	3	4	5
PERSONAL QUALITIES) (VOICE/APPEARANCE/MOTIVATIONAL SKILLS	1	2	3	4	5

OVERALL RATING

1

2

3

4

5