
THE GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

GRADUATE COURSE

CNSL 290 ADVANCED CAREER COUNSELING

Developed By:

Thomas R. Stowell, MA, GCDF

Faculty Advisors:

Pat Schwallie-Giddis, PhD
Associate Professor of Counseling & Chair

Rebecca Miller Dedmond, PhD, LPC, GCDI
Assistant Professor of Counseling &
Director of School Counseling Program – Alexandria

Department of Counseling/Human & Organizational Studies
Graduate School of Education and Human Development
The George Washington University

CNSL 290 Advanced Career Counseling

The George Washington University
Foggy Bottom Campus
Spring 2009
MPA Building, Room B07
Tuesday Evenings - 7:10 to 9:00

Instructor: Thomas R. Stowell, MA, GCDF

E-Mail: tstowell@gwu.edu

Telephone: 202-994-1448

Appointments: By Appointment

PURPOSE

The purpose of this course is to expand and conceptualize career development theory, concepts, and practice by examining the helping relationship, delivery systems, current market and economic information, and available resources.

Course Objectives

- To research and conceptualize the implications of career theories on best practice, case studies, and real-life scenarios.
- To analyze and respond to ethical and legal issues related to career counseling in common clinical and educational settings.
- To apply concepts of program assessment, planning, and implementation related to career development.
- To expand knowledge of current trends, labor market information, and new media/technology how to utilize this information with clients.
- To critically evaluate programs, resources, and literature related to career counseling and development.
- To gain expert knowledge related to career assessments, appropriate use, desired outcomes, and the role of specific assessments in the career counseling process.
- To investigate and cultivate relationships with local and national leaders, partners, and centers in order to begin building a “community of practice”.
- To identify appropriate counseling techniques and resources for use when dealing with career crisis situations.

Required Reading

Kapes, J.T., & Whitfield, E.A. (2004). 4th Ed. *A counselor's guide to career assessment*.
Tulsa, OK: National Career Development Association.

Sharf, R.S. (2006). 4th Ed. *Applying career development theory to counseling*. Belmont,
CA: Thomson Wadsworth, Inc.

Additional materials will be available online or from the instructor.

Method of Instruction

Instructional methods will include lectures, demonstrations, case studies, didactic participation, and experiential activities. Students will read the assigned text/course materials prior to the class meeting. Informed participation is expected.

Assignments

All assignments are expected to be written in 12 point font, double-spaced, and in APA format. Assignments should be submitted at the beginning of the class period.

Class Attendance

Students are expected to attend every class, on time, and participate actively. If students must miss a class or be late, the student is asked to notify the professor prior to the class meeting. If students miss a class, they must make arrangements to meet with the professor not more than one week after the missed class to determine how the time will be made up. Late assignments will be accepted but will reduce the total possible points a student may earn. More than one unexcused absence makes the student ineligible for an A or A-.

Readings

Students are expected to complete all assigned readings including textbook chapters, additional articles, etc. prior to the date that they will be discussed. Students are asked to come to each class prepared to actively participate in class discussions.

Accommodations for Students with Disabilities

A student with a disability who needs accommodation should arrange a meeting with the professor and present his or her Accommodation Letter. Students with disabilities may be eligible for services through the GW Disability Support Services (Marvin Center, Suite 201C; 994-8250) web site <http://gwired.gwu.edu/dss/>.

Academic Integrity

All work is to be completed by the student in accordance with the George Washington Code of Academic Integrity. www.gwu.edu/~integrity/code.html.

Grade Points:

Group Theories Presentation	20
Annotated Bibliography	15
Reflective Journal	10
Case Study Assignment	20
Program Development	25
Individual Professional Development Project	10

Grading Scale:

96 - 100	A
91 - 95	A-
86 - 90	B+
81 - 85	B
76 - 80	B-
Below 76	C or F

Total Possible Points: 100

ASSIGNMENT OVERVIEW:

Group Theories Presentation

20 Points

On the first night of class, small collaborative groups will be formed for the purposes of this assignment. Each group will be charged with developing an hour-long class lesson that will engage students in discussion and activities that serve to solidify knowledge about important career theories and related assessments. Groups will be asked to prepare a supplemental information packet and a lesson overview of the topics/areas covered in the lesson. Students must also include some form of peer evaluation to elicit feedback on the lesson from colleagues in the class.

Due: Ongoing throughout the semester.

Annotated Bibliography

15 Points

The field of career counseling/development continues to grow at a quick pace. Each year new scholarly journal entries are written, new curriculum programs are developed, new websites launched, and new client areas revealed. Throughout the semester, you will be required to find career-related resources, review them, and write up a summary of each resource under an APA citation. In all, your annotated bibliography should include a minimum of 10 resources/items. A sample annotated bibliography will be shared in class during the first or second meeting.

Due: Your final document must be e-mailed to the instructor by the second to last class. The instructor will then compile the bibliographies of each student into one class resource that will be shared on the final evening.

Reflective Journal

10 Points

An important part of any in-depth study of any kind is the ability to synthesize your thinking about the topic and elaborate on the connections you are making between the topic and your eventual practice. Students are expected to make a minimum of two entries per week in a reflective journal. One journal prompt will be given each week in class that students will respond to. The other entry is left to the discretion of the student and could respond to an article reviewed, an interaction you had, etc.

Due: Weekly.

Case Study Assignment

20 Points

Students will be given “client scenarios” near the beginning of the semester. Your goal will be to design a comprehensive career counseling strategy that addresses the issues presented in the scenario. You will be asked to write-up your strategy which should include: 1.) an overview of the issues presented by your “client”, 2.) counseling techniques you might use in your work with the “client”, 3.) specific resources that you will use that have been specifically tailored to your “client’s” needs. An overview of appropriate and desired outcomes of your work with the “client” should also be included. This assignment asks you to synthesize the knowledge, information, and techniques you have acquired in this course and others to appropriately respond to the needs presented to you. Additional information about this assignment will be shared in class.

Due: Class 14

Comprehensive Program Development

25 Points

Students are asked to define a community of practice (public schools, higher education, business and industry, government, etc.). Once identified, students are asked to research and develop a comprehensive career development program that addresses the career maturity and developmental levels of the group, any specific needs of the community of practice, and any applicable trends,

theories, and assessments that might be utilized. Additional information and more specific requirements will be shared in class.

Due: Final Class Period

Individual Creative Project

10 Points

As counselors, the work-life balance must constantly be monitored. In order to encourage you to continue to explore areas of personal interest, each student is expected to choose an area of interest to explore. This may include such things as attending an event, trying a new skill, sport, or activity, enhancing a hobby, visiting a company you want to learn more about, etc. These types of activities help to ensure your own adjustment as a counselor and don't necessarily need to be connected to the area of "career counseling". Students will also be asked to share an overview of their project briefly "in the round" during the final class period.

Due: Final Class Period

NOTE: The instructor reserves the right to alter the syllabus, as appropriate to the schedules of presenters, and availability of materials and resources. It is the student's responsibility to be on time to every class in order to receive updated instructions.

Course Topics and Class Schedule

Date	Topic	Assignment, Class Preparation
Class 1	Course Overview, Exploring the Role of the Counselor	Sharf, Chapter 1 Kapes & Whitfield, Chapter 1, 3 NCDA Guidelines
Class 2	Trends and Issues in Career Counseling and Assessment	Kapes & Whitfield, Chapter 2 - 4
Class 3	Self Understanding and Related Assessments/Theories <i>Trait and Factor Theory Presentation</i>	Sharf, Chapter 2 Kapes & Whitfield, Chapter 7
Class 4	Aptitude/Achievement, Assessment <i>Work Adjustment Theory Presentation</i>	Sharf, Chapter 3 Kapes & Whitfield, Chapter 8
Class 5	John Holland's Contribution to Career Counseling – Implications with Your Community of Practice. <i>Self-Directed Search Presentation</i>	Sharf, Chapter 4 Kapes & Whitfield, Chapter 8
Class 6	Personality Types and Career Counseling. <i>Myers-Briggs Presentation</i>	Sharf, Chapter 5 Kapes & Whitfield, Chapter 10
Class 7	Career Development in Childhood Role of Parents and Role Models <i>Relational Approaches Presentation</i>	Sharf, Chapter 6, 11

Class 8	Career Development in Adolescence Technology and Online Assessments <i>Presentation – Ginzberg’s Approach</i>	Sharf, Chapter 7 Kapes & Whitfield, Chapter 5
Class 9	Career Development in Adulthood <i>Presentation – Donald Super</i>	Sharf, Chapter 8
Class 10	Career Counseling During Crisis And Transition	Sharf, Chapter 9
Class 11	The Role of Life-Long Learning And Career Development <i>Presentation: Krumboltz’s Theory</i>	Sharf, Chapter 12
Class 12	The Labor Market Defined <i>Presentation: Sociological Theories</i>	Sharf, Chapter 14
Class 13	Career Counseling and Special Population Groups	Kapes & Whitfield, Chapter 11
Class 14	Presentations, Wrap-Up, What’s Next	

Recommended Supplemental Materials

- American Counseling Association. (2005). *Code of ethics and standards of practice*. Alexandria, VA: Author.
- American Counseling Association. (1999). *Ethical standards for internet on-line counseling*. Alexandria, VA: Author.
- Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2005). *Essential elements of career counseling*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Colozzi, E.A. (2000). Toward the development of systemic career guidance. In D.A. Luzzo (Ed.), *Career counseling of college students* (pp.285-320). Washington, DC: Washington, DC: American Psychological Association.
- Harris-Bowlsbey, J., Dikel, M. R., & Sampson, J.P. (1998). *The Internet: A tool for career planning*. Columbus, OH: National Career Development Association.
- Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). *Career guidance and counseling through the lifespan: Systematic approaches* (6th ed.). Boston: Allyn & Bacon.
- Luzzo, D. A. (2000). Career development of returning-adult and graduate students. In D.A. Luzzo (Ed.), *Career counseling of college students* (pp. 191-2000). Washington, DC: American Psychological Association.
- Miller, K. L., & McDaniels, R.M.. (2001) Cyberspace, the new frontier. *Journal of Career Development*, 27, 199-296.
- Whitson, S. C. (2002). Applications of the principles: Career counseling and interventions. *The Counseling Psychologist*, 30, 218-237.