
THE GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

GRADUATE COURSE

CNSL 291 COUNSELING/PRACTICUM IN CAREER COUNSELING AND DEVELOPMENT

Developed By:

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Graduate School of Education and Human Development
The George Washington University

CNSL 255 CAREER COUNSELING

The George Washington University
Foggy Bottom Campus
Fall 2008
7:10 – 9:00pm
MPA Building, Room 309

Instructors:

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Course Purpose:

The purpose of this course is to help prepare you for your professional role as a counselor who may work in a community counseling center, a university career center, an elementary, middle, or secondary school or a rehabilitation center. The focus of this course is specifically in the area of career counseling. You will be introduced to career development theories and concepts, labor market information, decision-making processes, multicultural issues, and the integration of all of this information within the career counseling process.

Course Objectives:

Students will:

- understand the history, philosophy, and trends in career counseling.
- apply a variety of career development theories and models through case studies.
- become acquainted with the contemporary world of work including developmental approaches to transition.
- become familiar with models, methods, and principles of program development
- apply knowledge about program planning and service delivery for career development.
- identify and use a variety of national, state, and local labor market information sources.
- understand and apply the decision-making process and theoretical models.
- align career resources with specific development levels and needs of students and clients.
- understand the impact of a multicultural society on career counseling.
- identify and apply current ethical and legal issues that affect the practice of career counseling.
- illustrate the importance of partnerships that lead to student success through transitions.

Method of Instruction:

The course format is divided into a didactic portion consisting of lectures and class discussion and an experiential portion to illustrate the concepts and good practice. Students will read the assigned chapters and other required reading prior to class meetings so that knowledgeable participation is possible.

Required Text:

Niles, S. & Harris-Bowlsbey, J. (2009). Career development interventions in the 21st century, Upper Saddle River, NJ: Pearson Education, Inc.

Supplementary Materials:

Daily newspaper
Professional Journal Articles
Labor Market Information
Technology-Based Tools

Course Requirements:**Class Attendance and Participation:****Weekly**

You are expected to attend every class on time and participate actively. If you must miss a class or will be late, please notify the professor **before** the class meeting. If you do miss a class, make arrangements to obtain the information and handouts from a classmate. Missing more than two classes will make you ineligible for an A or A-.

Readings:**Weekly**

You are expected to complete all the chapters of the text that are listed in the schedule and additional articles that are assigned prior to the date they are to be discussed. Come to each class prepared to discuss the material assigned for the week. The instructors will provide additional articles when appropriate. Read the newspaper daily and look for relevant career development trends and issues to be discussed in class.

Career Autobiography:**Due: September 9**

Write your career autobiography, which should include a description of events and people who have had an influence or impact on you and your career journey thus far. The completed paper should be no more than 6 pages, double-spaced. This is a personal biography, so it does not require references or APA format. This document will be read by the instructors and a partner that you will work with when developing an Assessment Package. Do NOT write anything in your Career Autobiography that you don't want another student to read. Please be sure to include a cover page.

Interview Report:**Due: October 28**

Interview two counselors who practice career counseling in different settings (one-stop center, college career center, K-12, business, etc.). Write a descriptive report of both interviews and include information on the daily working schedule for each. Compare and contrast the two counselors and their approach to career counseling. Include their philosophy of career development, what materials they use and what approach they practice. This paper should be 6 to 8 pages; double-spaced written in APA format. See the attached rubric for specifics.

Class Presentation:**Due: October 28 – December 2**

In small groups of three or more, prepare a presentation about a career counseling program focusing on a specific area such as multicultural issues in career development, special needs students, or other special populations you are interested in learning more about. Sign up as a group for a 30 minute presentation. Your presentation will be represented visually using Power Point or overheads and handouts. The presentation should also be engaging. All group members

should share equal responsibility for the presentation. You will receive the same grade as the rest of the members of your group. The topic must be approved by the instructors by the third class period. A grading rubric is provided as an attachment to guide you.

Career Resource Guide:

Due: November 25

Prepare a notebook with career resources that you could utilize in your selected work setting. Your notebook should be organized around the following themes/sections: ethics and standards, assessments, labor market information, sample “signature” activities, and technology. Your Guide should also include a statement of your community of practice. This statement must include demographic, personal, social, and academic references. Your statement will identify the unique characteristics of your target population. A Table of Contents and an annotated bibliography are also required. See the attached rubric for specific requirements.

Career Assessment Report:

Due: December 2

Team up with another student and prepare a Career Assessment Report for each other. Follow the guidelines and rubric that are attached to prepare the report. You will need to provide the entire report to the person you are writing it for. The report should include additional information you have collected specifically for them. The final product will be due on the last class. Please bring two copies of the report and information packet; one for your client and one for the instructors. You will also present this report in a career counseling session.

Additional Information:

Students may meet with the instructors in the hour prior to the class (if you make arrangements ahead of time) or you may call the instructors at the phone numbers listed to make arrangements for another time.

Accommodations for students with disabilities will be made as needed in keeping with the Americans Disabilities Act. Students are asked to contact the professor immediately regarding such accommodations.

All work is to be completed by the student in accordance with the George Washington Code of Academic Integrity. Students are responsible for understanding the Code which can be found at: <http://www.gwu.edu/~ntegrity/code.html>. Late work will be accepted; however, students will lose one-half letter grade for each assignment handed in late without prior approval.

Grade Points:

| | |
|--|-----------|
| Attendance and Participation (reading the chapters, participating in class, etc.) | 10 Points |
| Career Autobiography Due: September 9 | 10 Points |
| Interview Report Due: October 28 | 20 Points |

| | |
|---|-------------------|
| Class Presentation Due: October 28 – December 2 | 15 Points |
| Career Resource Guide Due: November 25 | 25 Points |
| Career Assessment Report Due: December 2 | 20 Points |
| Total | 100 Points |

Grade Scale:

96 – 100 = A

91 - 95 = A-

86 – 90 = B+

81 – 85 = B

76 – 80 = B-

Below 76 = C

Course Topics and Class Schedule:

| Date | Topic | Assignment |
|-------------|--|-------------------|
| September 2 | Introductions and Course Overview <i>Content:</i> Understanding the context of the course and how to get started. | |
| September 9 | Introduction to Career Development Interventions <i>Content:</i> Providing systemic interventions and learning about the important historical events and future trends. The Strong Interest Inventory | Chapter 1 |

will be administered.

Due: Career Autobiography

| | | |
|--------------|---|---------------|
| September 16 | Understanding and Applying Theories of Career Development <i>Content:</i> Looking at several theories to determine which are most effective in different situations. Due: Presentation Topics | Chapter 2 & 3 |
| September 23 | Career Development and Diversity <i>Content:</i> Traditional assumptions of career theories and cultural-specific models. | Chapter 4 |
| September 30 | Assessment and Career Planning <i>Content:</i> The relationship of assessment to the career planning process. | Chapter 5 |
| October 7 | Career Information and Resources <i>Content:</i> Providing data, dealing with barriers and decision-making models. The SDS will be administered | Chapter 6 |
| October 14 | Using Technology to Support Career Counseling and Planning <i>Content:</i> Studying career guidance systems and the use of the internet. | Chapter 7 |
| October 21 | No Class – Compensation for Interviews | |
| October 28 | Career Counseling Strategies and Techniques for the 21 st Century <i>Content:</i> Expanding the view of career development and providing a framework for career counseling. Due: Interview Paper Class Presentation | Chapter 8 |
| November 4 | Designing and Implementing Career Development Programs and Services <i>Content:</i> Steps for designing and implementing programs such as support groups, peer facilitation and parenting education. Class Presentation | Chapter 9 |

| | | |
|-------------|--|-----------------|
| November 11 | <p>Career Development Interventions in Elementary, Middle and High Schools <i>Content:</i> Overview of career development interventions at all levels of school also occupational information, standardized tests and inventories. Class Presentation</p> | Chapter 10 & 11 |
| November 18 | <p>Career Development Interventions in Higher Education and Community Settings <i>Content:</i> Examining the career needs of higher education students and information regarding transition training, certification and licensure. Class Presentation</p> | Chapter 12 & 13 |
| November 25 | <p>Ethical & Legal Issues in Career Development Interventions. <i>Content:</i> Ethical dilemmas and Resolving Ethical Decisions using ethical codes and standards. Class Presentation Due: Career Resource Guide</p> | Chapter 14 |
| December 2 | <p>Concluding the Semester and Looking Ahead Class Presentation DUE: Career Assessment Report FINAL: Present your Career Assessment Report to your partner in a counseling session</p> | |

NOTE: The instructors reserve the right to make changes to the timeline and/or due dates should it become necessary to do so. Any changes will be communicated well in advance.

CNSL 255 Career Counseling

Interview Report Grading Rubric

Student Name: _____

Purpose:

The purpose of the interview assignment is to learn more about how counselors in different organizational or institutional settings work with clients/students in career counseling. Your goal will be to compare and contrast the services offered and approaches taken. You will write a descriptive report that will include the following items:

Grading Rubric

| Content: | Point Value |
|---|-------------|
| <p>Description of Setting:</p> <ul style="list-style-type: none"> a) Identify the organization/institution and its mission. b) Who are the clients/students? (demographics) c) What role does the individual you interviewed play in the larger organization? (if applicable) d) What is their typical daily schedule like? e) What is his/her philosophy of career counseling? d) Does the philosophy connect to career theory? If, so, which one(s)? f) What are the services offered? (individual, group, classes) g) What are the qualifications of the people working within the organization/institution? (academic degrees & experiences) | 5 |
| <p>Resources Utilized:</p> <ul style="list-style-type: none"> a) What career assessments/inventories do they use and what is the purpose? b) What types of technology are they using? c) What types of literature do they have available for their clients/students? d) Does it appear that this organization/institution is linked to a larger system or are they operating in isolation? | 5 |
| <p>Observations on the Setting:</p> <ul style="list-style-type: none"> a) What is the climate like (environment, comfortable, friendly) b) Is the space set up to protect confidentiality? c) Is the location easily accessible to client/student population? | 5 |
| <p>Summary of Learning:</p> <ul style="list-style-type: none"> a) Compare and contrast the two organizations/institutions you visited and the two people you interviewed. b) Describe the highlights of your visit. What surprised you? c) How might your visit and interviews impact your view of the counselor's role? d) What did you learn that you can now apply to your own community of practice? | 5 |
| <p>Format:</p> <p>Typed, double-spaced, 11-12 point font</p> <p>No spelling, punctuation, or grammatical errors</p> <p>Length of Paper – 6 to 8 pages (plus a cover sheet)</p> | Total: 20 |

Total Possible Points: 20

Total Points Awarded: _____

Comments:

CNSL 255 Career Counseling

Career Assessment Report

Purpose:

The purpose of a career assessment report is to summarize the results of a multi-faceted assessment of a client receiving career counseling services. Career assessment reports are a useful way to synthesize the often large quantities of information generated in career and vocational assessments so as to make them fit the consumption by their intended audience (which usually includes the client and often other professionals involved in providing services to the client). Thus a good career assessment report is a) accurate, b) succinct in that it only includes the necessary information, c) appropriately focused based on the specific needs of each individual client, and d) easy to understand. Career assessment reports, though a lot of work, are often a good way to make sure the client and other professionals involved in the case have the important facts that were determined as a result of performing a vocational or career assessment.

Tips for Successful Career Assessment Report Writing:

1. Learn about the intent or purpose of each of the instruments and techniques you use and include a description of these in your report.
2. Be sure to look at the user's manual of any standardized instruments you are using to be able to understand and correctly interpret clients' results.
3. Only highlight the most significant findings of each assessment instrument or technique. Some instruments may yield 10 or 12 really interesting results; however, it usually makes sense to interpret only the 3 to 5 of the most significant results or themes that emerge from each. In deciding between two similarly significant findings, consider whether either is part of an overall theme among the client's assessment results and emphasize those that contribute to the themes when possible.
4. Be sure to take some time to carefully review each standardized test's results before deciding which findings to discuss in your report. When making these decisions, the goal is to look for commonalities among multiple instruments or techniques and write about these rather than simply listing a client's scores on an instrument's subscales. For example, rather than simply reporting that a client was an ENFP on the Myers-Briggs and an ESA on the Strong, examine the implications of both these types of profiles (listed in the test results and user manuals) and talk about some of the areas of commonality such as having a high interest in "social" type occupations as shown by the Strong's results and the tendency to be extraverted interpersonally as shown by the Myers-Briggs results, etc.
5. When writing your recommendations section, you will need to write this AS IF your partner were a client seeking career counseling services. Thus, your recommendations won't be for your actual classmate's life, but for a client who had a similar background and similar test results who were coming in for some type of assistance (you are free to make up a reason for seeking services so that you are able to contrive recommendations that would be appropriate for a client).
6. If you do use your client's own words then please indicate this by enclosing them in quotations.
7. Remember the purpose of this assignment: you are gaining practice in writing the kind of report that most agencies use. Refrain from discussing or explaining "technical" constructs. Instead, present this same information in a jargon-free manner – so that another helping professional - but not necessarily a counselor – could read and benefit from the information included in your report.
8. Check your grammar and spelling. Points will be deducted for poor written expression.

Career Assessment Report

Grading Checklist

| Content: | Included? |
|--|-----------|
| Reason for Referral: a) Identify information including complete demographic data, current job and living situation. b) Who referred the client (self, other)? c) Highlight the client’s major concerns or reasons for counseling. | |
| Instruments Utilized: a) List the formal inventories you used (e.g. Self-Directed Search Form R (SDS) ,Strong, etc.). b) Review each of the individual assessment instruments and techniques used including their common purpose or rationale for use. This list of assessment techniques should always include an intake interview and any particular focus or goal associated with it at the time it was performed. | |
| Background Information and Relevant History: a) Provide highlights of the clients education and vocational history; including information regarding parents/caretakers’ careers, if relevant to the client’s situation. | |
| Behavioral Observations: a) For this report add a section that summarizes your client’s appearance, behavior, and attitude towards the interview and the testing. | |
| Results of Assessment: a) Review the major findings of each of the assessment instruments or techniques used in the assessment. b) Include a synthesis of the results of all of the assessments and techniques along with information obtained in the intake interview or other contacts with the client. c) In this section you should first mention whether you consider the results of the assessment to be valid – then, proceed to a discussion of the client’s Holland Code and associated vocational interests; the congruence of inventories, expressed and manifest interests; any significant findings regarding consistency/inconsistency of interests; differentiation of interest – you can also discuss “where your client is” with regard to developmental issues (i.e. Super) or other important career constructs – without using “jargon”. | |
| Summary and Recommendations: a) Describe the main implications of the results by including your recommendations for the client based on his/her assessment results (your recommendations can include things you recommend the client do or things you recommend professionals do to help the client). b) Pull it all together so that if a colleague only has time to read this section, s/he would get a pretty good sense of the major issues you’ve presented in the report. | |
| Format: | |
| Typed, double-spaced, 11-12 point font | |
| No spelling, punctuation, or grammatical errors | |
| Length of Paper – 8 to 10 pages (plus a cover sheet) | |

CNSL 255 Career Counseling Career Resource Guide Grading Rubric

Student Name: _____

| | <i>Beginning</i> | | <i>Emerging</i> | | <i>Proficient</i> |
|--|------------------|---|-----------------|---|-------------------|
| 1. Overall Format and Organization (Table of Contents, Annotated Bibliography, cover, binder organization {utilizing four sections described below}, ease of use and flow). | 1 | 2 | 3 | 4 | 5 |
| 2. Community of Practice Description (Describe unique characteristics including personal, social, academic, and other demographic information that this material is focused on). | 1 | 2 | 3 | 4 | 5 |
| 3. Ethics, Standards, and Assessments (Code of ethics, career development standards, assessment materials and information) | 1 | 2 | 3 | 4 | 5 |
| 4. Labor Market Information and Technology Resources (Articles and information on the current workforce, information and workforce trends, and key career guidance software and websites – BLS, Kuder, etc.) | 1 | 2 | 3 | 4 | 5 |
| 5. Signature Activities (A minimum of five pre-planned activities that you could use with your clients/students/community of practice) | 1 | 2 | 3 | 4 | 5 |

Total Possible Points: 25 **Total Points Awarded: _____**

CNSL 255 Career Counseling

Class Presentation Grading Rubric

Group Members: _____

Topic: _____ Date: _____

| | Beginning | Emerging | Proficient |
|--|-----------|----------|------------|
| 1. Evidence of Pre-Planning and Preparation | 1 | 2 | 3 |
| 2. Presentation length was 25 to 30 minutes and no longer than 35 minutes | 1 | 2 | 3 |
| Actual Time: _____ | | | |
| 3. Presentation addresses specific population/issue | 1 | 2 | 3 |
| 4. An effective and informative visual is included | 1 | 2 | 3 |
| 5. A comprehensive handout is provided as a resource | 1 | 2 | 3 |

Total Possible Points: 15 Total Points Earned: _____

Comments:

