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THE GEORGE WASHINGTON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
AND HUMAN DEVELOPMENT

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# GRADUATE COURSE

## CNSL 288 SYSTEMS IN CAREER COUNSELING

### **Developed By:**

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Graduate School of Education and Human Development  
The George Washington University

# CNSL 288 Systems in Career Counseling

The George Washington University

## PURPOSE

This course will explore the complex role of systems in career counseling and development. Coursework will combine class and work experience in the areas of career assessment, computerized career planning, and the design and evaluation of career counseling systems. Material fee: \$25.00

## Course Objectives

- To understand career development systems and their connection to theory.
- To recognize ethical and legal issues related to career development systems planning.
- To analyze the needs of an individual client and apply the appropriate systems to the career development process.
- To understand and recognize best practice in career development systems and be able to critically evaluate a program and recommend enhancements.
- To familiarize the facilitators with appropriate resources for use in a variety of career planning systems
- To understand and apply the use of career assessment tools and computerized career guidance systems.
- To explain transition skills necessary for career change and the systems necessary for support.

## Required Materials

Zunker, V.G. (2006). 7th Ed. *Career counseling: A holistic approach*. Belmont, CA: Thomson Brooks/Cole Cengage Learning.

Harris-Bowlsbey, J., Suddarth, B., & Reile, D. (2005). 2nd Ed. *Global career development facilitator student manual*. NCDA.

Additional materials will be available online or from the instructor.

## Method of Instruction

Instructional methods will include lectures, demonstrations, case studies, didactic participation, media and literature reviews, 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 on-time.

## 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](http://www.gwu.edu/~integrity/code.html).

### Grade Points:

Career Information System Review and Critique	20
Media and Information Review	10
Participation	10
Case Study Assignment	30
Community of Practice Critical Systems Analysis	30

### Grading Scale:

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

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**Total Possible Points: 100**

## COURSE ASSIGNMENTS

### Career Information System Review and Critique\*

**20 points**

Identify and review three comprehensive career information systems (Bridges, Kuder, Choices, SIGI, DISCOVER, ASVAB, approved interactive websites, etc.). In a well written paper of five to ten pages, compare and contrast the systems and the results generated from their use. You will likely find it helpful to address the following questions:

- How much information did the system require the client to enter and how did the breadth and depth of the information entered impact the use of the system. In addition, do any barriers exist for special populations? What are the strengths and weaknesses of the system?
- Is the system geared to a specific population (youth, older workers, displaced workers, etc.) or is applicable to a wide and diverse population of users?
- Are the results consistent between systems? How easy were the results to understand?
- Does use of the system require additional assistance from a trained counselor or facilitator?
- In your opinion, would using the systems you reviewed enhance the career development process of clients? If so, how and why.

***Due: Class 10***

\*Assignment adapted from Elizabeth Watson, PhD, University of Wisconsin – Madison, Summer 2006.

### Media and Current Events Review

**10 points**

Choose one media source each week that impacts career development, the world of work, the workplace, work ethics, job and labor market information. Prepare a short paper and a 3-minute oral report. Describe how information in this article will affect the world of work and how it will be used in your practice and impact your anticipated clients. Vary the sources.

***Due: weekly at the close of the class time media reporting period.***

**Class Participation****10 points**

Students are expected to actively participate in class by engaging in conversation, cooperative group activities, and by exhibiting professional and ethical behavior. In order to participate, you must be present, therefore, class attendance is extremely important.

***Due: On-going throughout the semester***

**Case Study****30 points**

Design a plan to work with a “client”, utilizing the comprehensive techniques presented during the semester (intake interview, career assessment, career information, transition skills. Submit your “plan”, that covers intake, career assessment and career information, to the instructor for review and comment. Meet with your “client” for three sessions, implementing the steps of the approved plan. Write SOAP notes for each session and submit upon completion of the session for the instructor’s review and comment. Videotape the fourth session (session that covers review of first sessions, instrument analysis and interpretation, and making plans for next steps). In three to four pages describe the following:

- a. The target client for whom your facilitation and intervention is designed.
- b. The purposes of each session and the sequential steps followed.
- c. How you plan to bring closure to the session: exactly what the client will do within your timeframe, and any plans for follow-up sessions.
- d. Include anecdotal comments by your client.
- e. Describe your anticipated outcomes for the client.
- f. Include a critical analysis of your sessions.
- g. Prepare a 10 minute Case Presentation that will be presented in class.
- h. Scoring by each classmate will be submitted on the attached rubric.

***Due: Class 12***

**Community of Practice Critical Systems Analysis****30 points**

No two career development programs are the same. Most adhere to the basic ideas of best practice that have been articulated by professional organizations such as the American Counseling Association, the American School Counseling Association, and the National Career Development Association. As a culminating project for this course, you will choose a community of practice (K-12, higher education, business and industry, the military, government, etc.) and visit a minimum of two career programs/centers that provide services to that specific population. You will need to conduct some research in order to determine best practice over all as well as the specific needs of your community of practice. You will then need to visit at least two centers/programs to observe everything from the resources available to clients to the theories driving services. Your report should include a critical analysis of the services offered by the centers/programs when compared to the research. You should note areas of strength and make recommendations for improvement.

***Due: Class 14***

## Course Topics and Class Schedule

<b>Date</b>	<b>Topic</b>	<b>Assignment, Class Preparation</b>
Class 1	Course Overview, Exploring and Defining the Helping Relationship	Zunker, Chapters 1 & 2 <i>Student Manual</i> , Chapter 1
Class 2	Systems Models of Career Counseling	Zunker, Chapter 3
Class 3	Work in our Lives	Zunker, Chapter 18 Articles
Class 4	Special Issues in Family Systems	Zunker, Chapter 12 Articles
Class 5	Ethical and Legal Issues Regarding Career Development	Zunker, Chapter 9 <i>Student Manual</i> , Chapter 3 ACA Ethical Standards Ethical Standards for CDF NCDA Ethical Standards
Class 6	Assessing Career Planning Systems	ASCA National Model <i>Student Manual</i> , Chapter 10 Articles
Class 7	Systems for Career Assessment & Decision-Making Models	Zunker, Chapter 6, 7 <i>Student Manual</i> , Chapter 5
Class 8	Computerized Guidance Systems and the Impact of Technology on Career Development	Zunker, Chapter 8 <i>Student Manual</i> , Chapter 7 NCD Guidelines
Class 9	NO CLASS – Compensation for Visits	No Class
Class 10	Systems for Special Populations: Multicultural Groups and Individuals with Disabilities <b><i>DUE: Career Info System Critique</i></b>	Zunker 10, 13
Class 11	Systems for Special Populations: Gender Issues and Sexuality	Zunker, Chapters, 11, 14
Class 12	Systems for Special Populations: K-12 Schools <b><i>DUE: Case Study</i></b>	Zunker, Chapters 15, 16
Class 13	Systems for Special Populations: Higher Education and Community Settings	Zunker, Chapter 17, 19
Class 14	Systems for Special Populations:	Zunker, Chapter 19

Wrap-up and Next Steps  
***Due: Community of Practice Analysis***

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.

**References for Review**

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- Anderson, W.P., Jr., & Niles, S. G. (1995). Career and personal concerns expressed by career counseling clients. *The Career Development Quarterly*, 43, 240-245.
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- National Association for College Admissions Counseling. (2001). *Statement of principles of good practice*. Alexandria, VA: Author.
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National Career Development Association. (2003). Columbus, OH: Author.
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