Adler Graduate School
Richfield, Minnesota

AGS Course 562 – Winter 2015

Foundations of Career Development

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 562
1.3 Career Development
1.4 Three (3) credits
1.5 Prerequisites: None.

2. Course Description

This course is designed to introduce students to the history, theories, and practices of career development and career counseling. It will foster confidence in their ability to address the needs of their clients in a holistic manner. Students review the history and theories of career development, career progression over life span, the purpose and variety of assessment instruments and career interviewing. A secondary benefit of this course is that students will participate in activities to strengthen themselves as professional counselors to include developing their own professional portfolios and work “toolkit.” Students will research how career fits into healthy, balanced lifestyles and into the community. Individual and group assessment instruments and techniques will be examined. Career interviewing and career counseling skills will be practiced. Students will gain instruction on portfolio development and create their own portfolios. Students will have a foundation upon which to build deeper skills, further increase their understanding, strengthen their techniques, and utilize resources they will use to help their future clients to grow in the life task of “Work.”

Teaching Methods: This class will be highly experiential. The instructor will address a wide array of career development topics and activities. Students will take and learn about formal and informal career assessments. They will practice counseling processes in class, provide presentations on their portfolios, and offer feedback to one another.

NOTE: class meets 6:15 – 9:30 PM Tuesday evenings and 9:00 AM – 4:30 PM Saturdays

3. Texts, Materials, and Resources (required and optional)

3.1 Required text:


Additional handouts will be provided by the instructor.
4. **Competencies and Learning Outcomes**

Students in this course learn:

4.1 Career development theories and decision making models.
4.2 NCDA’s competencies for career development.
4.3 The interrelationships among and between work, family and other life roles and factors including the role of diversity in career development.
4.4 An introduction to formal & informal career assessment instruments and techniques relevant to self-knowledge and decision making.
4.5 An overview of career counseling processes, techniques, self-marketing, and job search strategies.
4.6 How to find and disseminate career, educational, occupational and labor market information and resources.

Ratings for IDEA Course Evaluation:

- Learning fundamental principles, generalizations and theories - **Important**
- Learning to apply course material - **Important**
- Acquiring skills in working with others as a member of a team – **Important**
- Developing skill in expressing myself orally or in writing - **Important**
- Learning how to find and use resources for answering questions or solving problems - **Essential**
- Developing a clearer understanding of, and a commitment to, personal values - **Important**
- Acquiring an interest in learning more by asking my own questions and seeking answers - **Essential**

5. **Course Outline**

5.1 **Unit 1 (February 17)**

- Introductions & sharing of learner’s personal career development path
- Orientation to the course, review of syllabus & assignments
- NCDA career counseling competencies
- Society’s impact on career
- Mindset & mechanics
- T-Tool Activity
- Explanation of homework for the next class period

**Homework:**

- Construct your Lifeline (from birth to now, an overview of all the turning points, people, decisions, events/experiences, values, jobs, dreams/goals, etc. that have influenced where you are now in your life)
- Read & be prepared to discuss: *Career Counseling in a Global Economy*, Chapters 1 & 6

5.2 **Unit 2 (February 24)**

- Check-in
- Constructing your career portfolio (Special Project assignment)
- Portfolio presentations to be held March 17 & 21 – pick the dates
- Discuss Lifeline assignment
- Explanation of homework for next class period; distribute Career Story Interview handout
Homework:
~Read & be prepared to discuss: *Career Counseling in a Global Economy*, Chapters 3-5

5.3 Unit 3 (March 3)
~Check in
~Introduction to the major theories of career development & career counseling models
~NCDA Presentation Series – Theory & Applications of Career Development
~Explanation of homework assignments

Homework:
~Read & be prepared to discuss: *Career Counseling in a Global Economy*, Chapters 2, 8 & 9
~“Five Lives Activity” Imagine there were no barriers / limits and you could have five distinctive lives. Provide a brief paragraph for each describing what you would be doing, where you would be located geographically, who you would be spending time with, etc.

~Read & be prepared to discuss handout on the Career Story Interview

5.4 Units 4 & 5 (March 7)
~Check in
~Discuss 5 Lives activity
~Continued - major theories of career development & career counseling models
~View Mark Savickas’ presentation on the history of career development
~The “Career Story Interview”
~Your counseling philosophy & professional identity as a career counselor
~An overview of career counseling process & techniques
~Administering & interpreting career assessments - overview

Homework:
~Take Career Lift-Off Interest Inventory – each student will be assigned an administration
~Take Jung Typology Scale: [http://www.humanmetrics.com/cgi-win/jtypes1.htm](http://www.humanmetrics.com/cgi-win/jtypes1.htm) and read description of your “type”

~Read & be prepared to discuss: *Career Counseling in a Global Economy* Chapter 7
~Theoretical Comparative Analysis Paper, due March 10th: Write an 8- page comparative analysis (in addition to the title page and references). Choose 4 of the career development theories addressed in the text and in class. Compare /contrast the theories you selected, including how these career development theories compare with the basic tenants and techniques in Adlerian psychotherapy. You will need 4 references (including the textbook and handouts in class). Identify and discuss the theories/approaches best fit your counseling style.

5.5 Unit 6 (March 10)
~Check in
~Collect Theoretical Comparative Analysis papers
~Go over Jung Typology Scale & Career Lift-off results
~Career issues for a diverse workforce – guest speaker Andre Koen
Homework:

~Read & be prepared to discuss: *Career Counseling in a Global Economy*, Chapter 11

~Be prepared to present your draft portfolio to your classmates

5.6  **Unit 7 (March 17)**

~Check in
~Resources/strategies for exploring career options, & labor market info
~Decision making & managing transitions
~Portfolio presentations

Homework:

~Construct 5 “Good Experiences”: “Good experiences” are things that you have done that meet the following criteria: you enjoyed what you were doing, you felt you did it well, and you had a sense of pride/accomplishment in having done it.

~Prepare to present your draft portfolio to the class

~Be prepared to offer constructive feedback to your classmates regarding their portfolios

5.7  **Units 8 & 9 (March 21)**

~Check in
~Activity: Dependable Strengths (processing good experiences)
~Self-marketing strategies & personal branding
~Learner portfolio presentations
~Course wrap-up, personal branding activity & evaluations
~Reminder about the portfolio assignment due April 4th

Homework:

~Complete your final portfolio & turn it in by April 4th at 4 PM. There will be a box by the faculty mailboxes with my name on it & course 562. Please place your portfolio in the box. It will be returned to the same place. You will be notified by email when your portfolios are ready to be picked up.

6.  **Special Project Time (SPT)**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For
example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, Career Counselors and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. **Writing Guidelines including APA Format**

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (5th edition), 2001, American Psychological Association. ISBN 1-55798-791-2).

8. **Assessment/Evaluation Procedures**

8.1 Special Project Time: Theoretical Comparative Analysis (25 points) – Due March 10th

Compose an 8-page (in addition to title page and references) comprehensive comparative analysis of a minimum 4 of the career development theories addressed in the text and in class. Compare/contrast the theories, including how these career theories compare with Adlerian psychotherapy. Identify which theories/approaches best fit your counseling style. Use at least 4 references (including textbook and handouts).

8.3 Special Project Time: Career Portfolio (40 points) – Due April 4th

A career portfolio is a collection of artifacts that reflect your experience, education, training, goals, mission, theoretical approach to counseling, writing and research endeavors, case management, ethics, your “brand”, community service or volunteer work, and any knowledge/experience/tools used to work with special populations or specialized areas. The overall goal of this project is to organize your information in a way that is professional and enables you to “tell your story” and establish your credentials with your targeted audience. The instructor will provide additional information on how to construct a portfolio during class.

8.4 Special Project Time: Draft Portfolio Presentations (10 points) – Due March 17 & 21

Each student will provide a 10-minute presentation of their draft career portfolio. Participants will receive feedback from their colleagues regarding how well the portfolio is geared to its targeted audience, organization/structure, visual appeal, and the quality of the artifacts used. These recommendations can be used to improve the quality and professionalism of the final career portfolio project.

8.5 Class Participation (25 points) – Assigned readings, discussions, assessments & short assignments are due for each class period. They are detailed above, under “Course Outline.”

Since this class is highly experiential, learners will be evaluated on their participation in the formal and informal career assessments used in class, readings, and discussion topics. **Because of the points assigned for class participation, it is imperative to attend each class.**

8.6 Grading:

A = 90-100 points
B = 80-89 points
C = 70-79 points
R Retake- Needs more time or instruction to master the requirements of the class
NC Quality of work or participation falls below minimum expectations, including:
  • Not attending class.
  • Not properly notifying registrar of a withdrawal
• Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
• Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

Papers turned in late will be docked 10 points. For students who do not turn in all assignments and their final portfolio by 4:00 PM on April 4th, the grade of R (Retake) will be recorded for the course. The designated drop-off spot for the portfolios will be a box in the faculty mailbox area. Please understand these logical consequences for late papers. Logical consequences are a basic Adlerian principle. Extensions on papers are granted only for significant family emergencies or personal illness.

9. Attendance Policy

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/ posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

• Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids
in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. **Internet/On-Line Activity**

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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