

# Adler Graduate School

Richfield, Minnesota

## AGS Course **574**

Career Development

### 1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number **574**
- 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. Individual and group assessment instruments and techniques will be examined including computerized career information systems. Career interviewing and career counseling skills will be practiced. The career counseling and development needs of non-traditional populations will also be studied.

Teaching Methods: This class will address a wide array of career development topics and activities. Students will take and learn about a variety of formal and informal career assessments. Students will develop an experiential learning activity for a special population for the final group presentation.

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

- 3.1 Required texts:  
Andersen, Patricia and Vandehey, Michael ( 2012) **Career Counseling & Development in a Global Economy**. (2<sup>nd</sup> edition) Cengage Learning.
- 3.2 Optional text:  
Steinberg, Jacques (2002) **The Gatekeepers**. Penguin Books.

### 4. Competencies and Learning Outcomes

Students in this course learn:

- 4.1 Career development theories and decision making models.
- 4.2 Career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.
- 4.3 Career developmental program planning, organization, implementation, administration and evaluation.
- 4.4 The interrelationships among and between work, family and other life roles and factors including

the role of diversity and gender in career development.

- 4.5 Career and educational planning, placement, follow-up and evaluation.
- 4.6 Career assessment instruments and techniques that are relevant to career planning and decision making.
- 4.7 Career counseling processes, techniques, and resources, including those applicable to specific populations.

**<Describe in outline form (see below) the assigned readings and learning activities for each of the nine units of the course. At the Adler Graduate School, 3-credit courses typically meet 7 times, 5 weeknights and 2 Saturdays. Saturdays constitute two units, morning and afternoon. In addition, students must complete a Special Project Time (SPT) assignment to round out the full 3-credit experience.>**

5.1 Unit 1

- ~ Introductions
- ~Sharing of learner's personal career development path
- ~Career Lifeline
- ~Orientation to the course; review of syllabus
- ~History of career development

Associated Reading: **Career Counseling & Development in a Global Economy**,  
Chapters 6, 1, and 2  
Homework: Complete Campbell Interest and Skill Survey

5.2 Unit 2

- ~Trait and factor and developmental theories of career development
- ~Pie of Life Activity
- ~Drawing RIASEC
- ~Mark Savickas video

Associated Reading: **Career Counseling & Development in a Global Economy**,  
Chapters 3 and 4

5.3 Unit 3

- ~Social cognitive theories of career development
- ~Values ID activity

Associated Reading: **Career Counseling & Development in a Global Economy**, Chapter 5

5.4 Unit 4

- ~Career Counseling Process and Techniques
- ~Life Chapters Activity
- ~Comparison of Adlerian aspect of career development to other theories

Associated Readings: **Career Counseling & Development in a Global Economy**, Chapter 8 & 9

### 5.5 Unit 5

- ~Theories Test
- ~Counseling Special Populations
- ~Gysbers and Lapin – Integrative Career Development Model
- ~Group presentation assignments
- ~Give access to MCIS and Naviance

Associated Readings: **Career Counseling & Development in a Global Economy**, Chapter 7

### 5.6 Unit 6

- ~Creating a Comprehensive Career Development Program K-12
- ~MN Careers
- ~Naviance – Post-secondary planning program

Associated Readings: **Career Counseling & Development in a Global Economy**, Chapters 12,13, and 14

Homework: Take *Do What You Are* on Naviance

### 5.7 Unit 7

- ~Career and College Planning
- ~Group presentation planning

### 5.8 Unit 8

- ~College testing
- ~Career assessments with individuals and groups
- ~Selecting valid and reliable instruments
- ~Interpretation of career assessment summaries
- ~Working with underrepresented populations

Associated Readings: **Career Counseling & Development in a Global Economy**, Chapter 10

### 5.9 Unit 9

- ~Special Populations Presentations
- ~Course wrap-up
- ~Course evaluations

## 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, 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* (5<sup>th</sup> edition), 2001, American Psychological Association. ISBN 1-55798-791-2).

## 8. Assessment/Evaluation Procedures

### 8.1 Assignment: Comparative Critique of Career Information Systems (20 points)

Identify at least two computerized career information systems (e.g. MCIS, O\*NET, Naviance). You may also choose college search systems (e.g. [www.princetonreview.com](http://www.princetonreview.com) (Explore Schools, then college, then Counselor-O-Matic) [www.collegeboard.com](http://www.collegeboard.com) (finding the right college) [www.bestcollegepicks.com](http://www.bestcollegepicks.com)) Become familiar with each of the systems by going through the assessments and searches on your own. Then, go through the systems with a middle or high school aged student (a college student would also be acceptable). Write a 5-6 page paper comparing the two systems on:

- Depth and breadth of personal information solicited
- User friendliness of operation
- Appropriateness of selected occupations, majors, or colleges
- Comprehensiveness of occupational information
- Target group for which this system is most appropriate.

### 8.2 Assignment: Special Populations Presentation (20 points)

Working with a partner, select a special population and describe the issues and challenges around career development that are specific to this population. Construct a career development intervention that may be used with this population. The intervention may be structured as an individual or group counseling session, workshop, or instructional experience. Be prepared to present these issues and the intervention to the class. Students must provide copies of their presentation and a bibliography citing sources.

### 8.3 Special Project Time: Finding the Right Fit: Helping Students With the College Search (30 points)

Schedule a visit with two local colleges, preferably one public and one private institution. Your selections can include both technical and community colleges. Be sure to attend an information session as well as take a tour of the school. Write a 6-7 page paper summarizing the unique aspects of each school in terms of academic programs, student life (housing, activities, athletics), admissions, and financial aid. Choose a student you have worked with or someone you know and tell why you think that college would be a good fit for that student. Go through the same process with another student and the other college you visited.

### 8.4 Career Assessments

Students will take the Campbell Interest and Skill Survey and complete Do What You Are through Naviance. (10 points)

8.5 Theories Test (20 points)

8.6 Grading:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76

Papers turned in late will be docked 10 points. 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. Reasons such as, "Something came up", or "I've been really busy", or "Relatives came unexpectedly", or "My computer crashed", etc. are unacceptable. Plan carefully and your papers and portfolio project will not be late.

## 9. Attendance Policy

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 either e-mail or phone.

## 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

Janet Schmiel, School Counselor  
4836 Townes Rd.  
Edina, Minnesota 55424  
Phone: 952-237-3146  
E-Mail: Janet.Schmiel@Alfredadler.edu

