Career counseling and career development are a specialty area that set apart the field of counseling from other mental health professions. Career development theory and career counseling may assist the public and our clients in finding a sense of meaning and economic empowerment through the world of work. Because work and career provide access to power, opportunity, and resources, career counseling and career development theory can play a critical role in the distribution of resources, opportunity, and power at the local, national, and international levels.

Course Goals:

The goals for this course are for students to learn and critically evaluate the major career counseling theories. Students will also learn how to conduct career counseling and integrate career counseling into “traditional” counseling/psychotherapy effectively. We will also examine the social contexts of career development, and how these contexts can be integrated with existing career theory. Finally, students will learn to design, deliver, and evaluate comprehensive guidance programs.

Course Objectives:

1. Demonstrate comprehension and mastery of major career counseling theories
2. Selection/identification of a primary career counseling theory
3. Develop the capacity to conceptualize a career counseling case and develop career intervention strategies, using major career counseling theories
4. Capacity to integrate career counseling practices into “traditional” counseling/psychotherapy (and vice-versa)
5. Understand and be able to offer a critique of major counseling theories and their strengths/weaknesses with regard to issues of culture, gender, social class, ability status, and other forms of diversity
6. Understand, administer, interpret and critique common career assessment instruments (such as the Self Directed Search)
7. Develop the ability to design, deliver, and evaluate a career counseling comprehensive guidance program/intervention

Required Textbooks:

**Michigan Comprehensive Guidance Program handbook.** You will need to obtain a copy of the MCGP handbook in order to complete one of the major projects of this course. I have secured enough print copies for the class from the Michigan Department of Education and can give one copy to each of you. Or, you may download a copy of the handbook via the Michigan Department of Education at: [www.michigan.gov/mde-counselors/](http://www.michigan.gov/mde-counselors/)

### Basic Expectations of Students at Michigan State University:

All rules governing scholarship and social behavior at Michigan State University are required of students enrolled in this course. Specifically, students are expected to follow guidelines of academic integrity as outlined in the Graduate Student Handbook (published by the university). Suspected cheating (including plagiarism) will be reported to the appropriate university officials for further investigation. Incidents of substantiated cheating may result in one or more of the following: a failing grade in this course, dismissal from the MA Counseling Program, dismissal from the university.

### Expectations Regarding Student Conduct:

Listed below are a few guidelines that will promote a positive learning environment for you, your colleagues and your instructor. This list is not comprehensive. It comprises basic social expectations that instructors in the MA Counseling Program have of students enrolled in program courses:

1. Students will use respectful language and respect the rights and opinions of others when speaking with one another and the instructor.
2. Students will avoid disruptive behaviors in class (e.g., chronic tardiness, talking in class on unrelated topic(s), consuming food/drink in a disruptive manner, reading newspapers or other non-class related material, “packing up” before the end of class).
3. Students will accept feedback (including but not limited to) regarding conduct and academic performance in a mature manner consistent with professional standards.
4. Students will strive to integrate feedback and will consult with the instructor regarding ways in which feedback may be incorporated. Failure to incorporate feedback may result in consequences including, but not limited to, inhibiting the development of counseling skills and competencies, interpersonal conflicts with instructors and/or peers, and/or cumulative grade reductions.

A student’s consistent violation of the behavioral expectations noted above and inattention to feedback may result in a lower grade in this course, may influence the content of the student’s annual evaluation letters, and may affect faculty’s letters of recommendation for post graduation activities (i.e., job search, application for doctoral programs). The instructor will provide students with a first warning by e-mail; a second warning will occur in a formal meeting with the instructor; and any subsequent warning,
at the discretion of the instructor, will result in the student’s required presence at a formal
program faculty meeting to discuss the status of the student in the program.

Course Policies:

1. Assignments are due on the dates and times stated in the schedule unless prior
   approval is received from the instructor. Only rare exceptions will be made for
   extensions.
2. Do the reading before each class. I will ask direct questions regarding the
   material for the day.
3. Class attendance and participation are expected. If you will be missing a class for
   any reason please discuss this with me or leave a message via telephone or email.
   If you are absent from class more than twice we will need to talk about makeup
   arrangements. If you already know that you will be missing class more than twice
   during the term we need to discuss the appropriateness of your being in this class.
4. Students are required to obtain and maintain an MSU email account. I will
   conduct class business and make announcements through your MSU account and
   the ANGEL system. If you choose to use another email account (such as AOL) as
   your primary email, you must have your MSU email account forwarded to your
   primary email account.
5. Students are required to use and familiarize themselves with the ANGEL system
   (to be discussed further in class). Your course notes and other information will be
   posted via ANGEL for you to download.
6. Respect confidentiality in the classroom. People may reveal information about
   themselves that they would not want others outside of the class to have.
7. If you require a special adaptation or accommodation to participate fully in this
   course, please contact me as soon as possible to discuss your request. If the
   student with a disability does not choose to disclose that s/he has a disability, then
   the student is agreeing to take full responsibility for any related consequences that
   may occur. Last minute special requests will be subject to the same late
   assignment policy as other students. You will also need to provide a letter from
   the Resource Center for Persons with Disabilities that verifies your status.

Course Requirements:

1. Self Directed Search service delivery

To familiarize students with common career assessment instruments and to help vivify
the career development theories we will study, students will administer and interpret the
Self Directed Search (SDS), a self-scored vocational interest inventory designed for
adolescents. Under my supervision, students in CEP 864 will assist student members of
the Black Student Union at East Lansing High School in completing the SDS. The SDS
takes 20-30 minutes to complete; we should have close to a 1:1 ratio of MSU and East
Lansing High School students. Then, CEP 864 students will help their student interpret
their results, and conduct a “mini career counseling session”, applying your
microcounseling skills and knowledge of career theory (about 15-20 mins.). You will
help your student construct a brief plan for future career exploration, discuss career planning resources, and connect their career interests to potential college majors.

Your participation will be evaluated in three ways, summing to 40 points:

1. Before the SDS administration and interpretation, each CEP 864 student will be responsible for creating a brief “career planning resource guide” to leave with their East Lansing High student. This guide will provide community, print, and online resources to spur further career exploration by your student. The content in these guides may be developed collaboratively by CEP 864 students, but each 864 student is responsible for providing me with one copy for evaluation and one copy for their East Lansing High student. These guides should provide a brief explanation of each resource and should be on a laminated index card. [10 points]

2. I will observe your participation during the SDS administration and interpretation, and you will be evaluated on the effort you put forth, the accuracy of information you present, and the usefulness of the guidance you provide to your student. You will not be graded on the outcomes of your student, but the process of your work together. All CEP 864 students are expected to be active participants in this exercise. [15 points]

3. A brief reflection paper, which must include a self-critique of your performance during the service delivery and a discussion of what career theory guided your interpretation of the SDS results. This brief paper (3 pages maximum) could also discuss the applicability of the test for students’ purposes, your perception of the cultural and developmental relevance of the instrument, the impact of the instrument upon student’s self-perception and career planning, and your sense of what other information would help the students in career exploration and decision-making. [This paper will be due on February 4th and be worth 15 points].

Students will need to reserve Tuesday, January 27th (outside of class time) from 2:30pm-4:30pm, as we will travel to East Lansing High School for this service activity. We will discuss the logistics further during class.

2. Group construction and delivery of Michigan Comprehensive Guidance program

You will work in small groups (3-4 individuals per group) to design, deliver, and evaluate a career counseling program/intervention in accordance with the Michigan Comprehensive Guidance Program. Your program must explicitly be guided by the four components of the MCGP and one or more career theories.

Drawing upon the topics and constructs of the course, your group will develop a career-focused intervention program designed for school-based (elementary, middle, high school, college-aged, or adult learner) populations. As you will learn, Comprehensive Guidance Models emphasize developmental advocacy and preventive interventions to help all students be successful learners and citizens. For example, you could develop an intervention designed to assist urban adolescents of color to identify and manage the resources and barriers in their environment in order to connect to the career developmental tasks of adolescence (e.g. clarify vocational interests or develop self-efficacy).
This project will account for 40 points. All groups must have their topic pre-approved two weeks before the MCGP assignment is due. Approval may be received by submitting a rough draft of their project focus to me via email or discussing their project focus with me during class.

Following the Comprehensive Guidance Model, your group will identify a need for a preventive intervention in a particular population, identify a system (such as materials) to deliver for your intervention, develop a plan to evaluate the efficacy of your intervention, and articulate how you would use your data to advocate for the impact of your program.

Your group will 1) deliver a selected portion of the program (approximately 20 minutes) in class 2) have class members briefly evaluate the program (although your classmates’ evaluations will not affect grading) 3) have class members provide suggestions for possible revisions to the program and 4) address questions from the audience. Each group will have about 30 minutes in class and will also be responsible for a 1-2 (typed) page overview of the presentation. (Generally, this works out to a 5 minute overview, 20 minute delivery of the program, and 5 minutes for evaluation/questions).

Please note that for students in the M.A. Counseling program, you will be responsible for delivering and evaluating a psychoeducational intervention in both your practicum and internship sites. You may draw upon the Comprehensive Guidance Program developed in this course to meet this expectation for Practicum and Internship in the future, so I suggest that you design a Comprehensive Guidance program that will match the developmental needs of your potential client population.

Supplemental career, comprehensive guidance, and school counseling resources you may find helpful in this assignment:

www.schoolcounselor.org
www.masca.org/index.htm
www.edtrust.org
www.umass.edu/schoolcounseling

www.mvusd.k12.ca.us/Departments/Educational/Student_Services/Program_INFORMATION/program_information.html
www.realgame.org
http://www.umass.edu/schoolcounseling/mission.htm

3. Midterm exam
The midterm exam will cover the lectures, class discussions, and required readings of the semester up to February 25. This exam will be worth 20 points.

4. Final exam
The final exam will be a comprehensive exam, covering the lectures, class discussions, and required readings of the entire semester. This exam will be worth 20 points and will be given during the week of final exams.
5. Group presentations
Small groups will be responsible for developing expertise for one of the five readings assigned on February 4th and 11th. Each of the five readings covers Super’s theory applied to a different phase of the life-span. Each of the five groups will consist of three to four members. Your objective is to learn the topic well enough to teach others about the topic and answer questions about the topic (you will not be expected to know everything about the topic or consult outside literature). This assignment will be worth 20 points.

I will distribute a sign-up sheet for the different topics the second week of class.

Each group will have fifteen to twenty minutes in class to deliver a supplementary learning exercise. This exercise cannot be a lecture exercise – your supplementary learning exercise will help the class learn and review the important topics of your reading by a quiz, interactive exercise, case conceptualization exercise, or interactive question and answer session. Your group may use a role play, but may find it difficult to develop a role play that will facilitate learning for this set of readings.

Your group will be expected to submit a documentation of each team member’s contribution to the final product, approved and signed by all team members. Each group will also submit a brief (one to two page) written version of their supplementary learning exercise. The group presentation will be worth 20 points.

6. Class participation:

Class participation will include your attendance, participation in discussions, and participation in collaborative learning activities and total 30 points. Please keep in mind that class participation is not a competitive endeavor, and that participating in a manner that invites your peers into discussions, or builds upon the earlier comments of a classmate, will be evaluated more highly. Your class participation grade also includes discretionary points that reflect your overall work in the course.

Criteria to evaluate class participation:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Student contributes positively to each class session on a voluntary basis. - i.e. Contributions follow the topic of discussion, stimulate further discussion, and participate in the feedback process.</td>
</tr>
<tr>
<td>70-89%</td>
<td>Student contributes during each class.</td>
</tr>
<tr>
<td>50-69%</td>
<td>Student does not contribute voluntarily, student occasionally fails to pay attention or talks in class on unrelated topics.</td>
</tr>
<tr>
<td>0-49%</td>
<td>Student refuses to participate in class or group discussions or collaborative learning activities.</td>
</tr>
</tbody>
</table>

Determination of Grade
Grades will be assigned in accordance with the grading policies of the College of Education. The cut off lines may be moved lower depending upon the distribution of grades at the end of the semester, but I will not move them higher. The following standard will be used to assign grades:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>4.0</td>
</tr>
<tr>
<td>89-94</td>
<td>3.5</td>
</tr>
<tr>
<td>83-88</td>
<td>3.0</td>
</tr>
<tr>
<td>82-77</td>
<td>2.5</td>
</tr>
<tr>
<td>71-76</td>
<td>2.0</td>
</tr>
<tr>
<td>65-70</td>
<td>1.5</td>
</tr>
<tr>
<td>60-64</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**COURSE SCHEDULE**

Note: The first half of our course provides you with an overview of the major theories of career development and career counseling.

All readings are **required** and are from the Sharf text unless otherwise indicated.

**Jan 14**  
Introduction and Overview  
Review of Syllabus and Course Requirements  
Readings: Chapter 1

**Jan 21**  
Trait & Factor, Person-Environment Fit & MBTI Theory  
Readings: Chapter 2, 4, 5  
Required readings available via Google Scholar:  
Holland & Rayman (1986) book chapter  
Review of Self-Directed Search

**Jan 27**  
[Career Service Activity at East Lansing High, 2:30-4:30pm]

**Jan 28**  
Social Learning Theory & Social Cognitive Theory  
Readings: Chapter 12 & 13

**Feb 4**  
Super’s Life-Span Life-Space Theory & Career Development of Children & Adolescents  
Readings: Chapter 6 & 7 (plus chapter preface, pages 143-144)  
Required readings available as full text through library:  
Savickas (2001)  
**Student Group Presentations (first three groups)**  
**Service Reflection Paper due (all students)**

**Feb 11**  
Life-Span Life Space Theory & Career Development of Adults  
Career Crises and Transitions  
Readings: Chapter 8, 9  
**Student Group Presentations (last two groups)**
Feb 18  Sociopolitical Development and Career Development
Required readings, posted on ANGEL:
Midterm Q&A

Feb 25  Comprehensive Guidance Models
Guest Lecturer: Sally Boron, co-creator of the MCGCP
Required reading: MCGP manual
‘ASCA Building Blocks’ and ‘ASCA Executive Summary’ .pdf
files posted to ANGEL
Required readings available as full text through library:
Studer, Oberman & Womack (2006)

Recommended reading: ASCA National Model – available at
www.schoolcounselor.org
MCGP groups created & topics identified

Mar 4  Career Theory Integration
Chapter 16
Recommended reading: CH 10 – Narrative Approaches
Mid-term Exam

Mar 11  SPRING BREAK

Note: The second half of our course examines the social context of career development
theory and career counseling.

Mar 18  Sociological perspectives & work
Readings: Chapter 15
“Career Tournament” game

Mar 25  Gender & work
Required readings available as full text through library: 1) Sullivan

Apr 1  CLASS CANCELLED

Apr 8  Race/ethnicity & work
Required reading posted on ANGEL:
1) Constantine et al. (1998)
Required readings available as full text through library:
2) Flores, Byars & Torres (2002)
Apr 15  
Social class & work  
Required readings available as full text through library:  
Blustein et al. (2002)  
Required reading posted on ANGEL:  
SES Task Force Report, .pdf

Apr 22  
Sexual orientation & future trends in the world of work  
Required readings available as full text through library:  
2) Pope, Barret, Szymanski, Chung et al. (2004)  
MCGP Presentations (2 groups)

Apr 29  
MCGP Presentations (3 groups)  
Finals Review/ Q & A

Our final exam is scheduled for Monday May 4 from 5:45-7:45 in Giltner 275.  
Please note that this syllabus is subject to change with notice.

References

In place of a coursepack, the following required readings are available as full-text through the MSU library system. Search for the journal title using the MAGIC system, and then click the ‘electronic resource’ option, then click ‘connect to online resource’ to find the specific article in full-text form.


Required reading posted on ANGEL:


Required reading available via Google Scholar: [This chapter is freely available online, using the following reference for search terms.]