

**California State University, East Bay
School Counseling Program
Department of Educational Psychology**

Preparing leaders committed to social justice and democracy.*

**Course Syllabus
Career Life Planning
EPSY 6711 – 4 units
Winter, 2015**

Instructor: Sharon Rieckewald
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Class: Saturday, January 10 and Sunday, January 11 from 11:00 AM to 5:30 PM in room 142 in the Arts and Education building and Saturday, March 14, and Sunday, March 15, from 11:00 AM to 5:30 PM **in room 137** in the Arts and Education building.

Office Hours: One hour before instruction and one-half hour after instruction.

Catalog Course Description

Career-Life planning counseling techniques; information sources; development of career libraries and centers, employability development techniques; activities involving observation and participation in career counseling and information.
Prerequisite: EPSY 6750.

California Commission on Teacher Credentialing (CCTC) Standards addressed in the course:

Standard 20 Career Development
Standard 22 Leadership
Standard 23 Advocacy
Standard 25 Individual Counseling
Standard 26 Group Counseling and Facilitation
Standard 28 Organizational and System Development
Standard 29 Prevention Education and Training
Standard 30 Research, Program Evaluation and Technology

Required Textbooks:

Amundson, N., Harris-Bowlsbey, J. & Niles, S. (2014) Essential elements of career counseling (3rd Ed.). Columbus, OH: Pearson. ISBN-13: 978-0-13-285064-3, ISBN-10: 0-13285064-8.

Bolles, R. & Christen, C. (2010) What color is your parachute? For teens (2nd ed.). Berkeley, CA: Random House. ISBN-13:978-1-58008-713-1.

Rieckewald, S. (2015). career counseling in schools reader (PDF). EPSY 6711, California State University, East Bay. Author.

Student-Supplied Equipment:

Individual computer brought to class with the PDF Rieckewald reader downloaded.

Attendance:

Students are expected to attend all class meetings. Students whose beliefs and religious practices may conflict with class attendance should discuss these issues with the instructor prior to the beginning of the first class.

An unexcused class absence will result in a drop of one grade after course points have been determined.

University Policy:

By enrolling in this class the student agrees to uphold the standards of academic integrity described in the catalog:

<http://www.csueastbay.edu/ecat/current/i-120grading.html#section12>, the ASCA Ethical Guidelines, and the Expectations for Ethical Professional Behavior from the School Counseling Handbook.

Accommodation:

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with Accessibility Services.

Course Objectives:

Session 1 – January 10: Introduction and Overview to Career Development and Life Planning and Career Assessments

OBJECTIVE 1: Students will demonstrate an understanding of career development and career counseling by being able to:

- List how career counseling benefits society as a whole.
- Identify career competencies and explain how they relate to a comprehensive school

counseling program (*Linked Learning* class activity**).

- Evaluate how career development is implemented on their campus in the areas of: Introductory Interventions, Advising Interventions, Curriculum-based Interventions, and Work-based Interventions (*Linked Learning* project**).

OBJECTIVE 2: Students will be introduced to career assessments that will be used to assist pupils as they evaluate their career and college readiness. The students will demonstrate their understanding of career assessments and course planning by:

- Facilitating qualitative and quantitative assessments with a designated pupil and interpreting the results of the assessments.
- Facilitating the completion of an action plan with a designated pupil based on the information from the assessments.
- Facilitating the development of a 4 or 6 year plan (*Linked Learning* class project**) with a designated pupil based on the information from the action plan.

OBJECTIVE 3: Students will demonstrate knowledge on how to assist pupils in career life planning and decision-making by being able to:

- Identify personal career talents and interests, relate to life roles and self-perception in the area of career behaviors and dispositions, and professional identity as a future school counselor.

OBJECTIVE 4: Students will recognize the unique needs of pupils who represent diverse populations by being able to:

- Understand the nuances of each group.
- Develop counseling approaches to address and enhance the career development of each group (*Linked Learning* class activity**).

Session 2 – January 11: Career Assessment, Career Awareness and Exploration

OBJECTIVE 5: Students will demonstrate their knowledge of the components of a well-developed career program by being able to:

- Participate in and evaluate a career assessment activity that assesses interests, transferable skills, self-management skills and preferred work environments.
- Evaluate a career center (*Linked Learning* project**) at a local high school documenting the critical resources necessary to assist all pupils in the career/college planning process; design an ideal career center based on information gained during the course (session three).
- Evaluate career and college planning websites based on the quality of information provided and the services delivered; produce a portfolio of the websites that meet the evaluation criteria.

Session 3 – March 14: Career Implementation – Job Seeking and Employability Skills

OBJECTIVE 6: Students will understand and employ career management skills, job search strategies and placement techniques by being able to:

- Outline the advantages and disadvantages of various job search strategies and define and describe the benefits of personal networking.
- Develop core curriculum lessons addressing specific aspects of employability skills.

- Participate in employability skills simulations and role-plays that can be used in small group career development interactive guidance lessons (*Linked Learning* class activity**).
- Design an ideal career center based on information gained during the course.

Session 4 – March 15: Presentation to Educational Stakeholders

OBJECTIVE 7: Students will demonstrate their leadership, organizational, and collaborative skills by planning, executing, and evaluating one of the following career/college readiness projects (*Linked Learning* project**):

- Presentation to administrators, teachers, and/or parents on the benefits of a career day event and how to plan, execute, and evaluate one.
- Execution of a career day event for one specific group of students on campus.
- Presentation to community industry/business partners on the value of collaborating with the schools to expose future employees to the skills, knowledge and behaviors that are needed to be successful in the world of work.
- **Completion of a Support Personnel Accountability Report Card for your school that reflects key career and college readiness outcomes.**

The course will have a variety of instructional approaches and meeting formats, meeting with the whole class and in small groups. Class activity will vary, including lectures, discussions, simulations, demonstrations, shared work assignments, and a site visit to a career center.

Evaluation Components:

Assignments:

- Visit a high school career center (*Linked Learning* project**) and interview the person in charge. Complete a career center information form. Send a copy of the form to the instructor via an email attachment as a Word Document by noon on Wednesday, January 21 (10% of the course grade/ 50 pts). This assignment is related to course objective number 5.
- Evaluate how career development (*Linked Learning* project**) is implemented on your campus. Send the evaluation form to the instructor via an email attachment by noon on Wednesday, February 4 (10% of your course grade/ 50 pts). This assignment is related to course objective number 1.
- Complete an exercise on your personal career and lifestyle story by responding to narrative prompts. Send the completed exercise to the instructor via an email attachment by noon on Wednesday, March 4. (10% of the course grade/50 pts). This assignment is related to course objective number 3.
- Complete a career/college action and 4 or 6-year plan with a designated student. This assignment will be turned in at the beginning of class on Saturday, March 14 (25% of the course grade; 125 pts). This assignment is related to course objective number 2.
- Plan, execute and evaluate a career/college readiness project to a specific group of educational stakeholders regarding the importance of career and college readiness in 21st century schools using one of four venues (*Linked Learning* project**). You

will share the information from the one project you chose with the class via a PowerPoint presentation on Sunday, March 15. (40% of course grade/200 pts) This assignment is related to course objective number 7.

Class Participation:

Students are expected to participate in all small and large group activities. Students are to be respectful when others are presenting or sharing information. Students are not to be working on computers except when designated by the instructor. (5% of course grade; 25 pts)

Grading Scale-points: 465-500 = A, 450-464 = A-, 435-449 = B+, 410-434 = B

Any student who does not have an assignment submitted on time will be docked 10% for each day it is late.

Less than 410 points is considered not passing the course.

Course Outline:

You are responsible for reading the assignments prior to class on the date they are due. Counselor skill building activities are not listed under Topic, but will usually be a part of every class meeting. Additional reading handouts will occasionally be assigned.

<i>Due Dates</i>	<i>Topic</i>	<i>Assigned Readings</i>
January 10	Overview of career & life planning	Amundson, Harris-Bowlsbey & Niles – chapters 1-3 Bolles & Christen - chapters 1-4
January 11	Career awareness & exploration	Amundson, Harris-Bowlsbey & Niles – chapters 6-7 Bolles & Christen - chapters 5-7
March 14	Career implementation	Amundson, Harris-Bowlsbey & Niles – chapters – 8-9 Bolles & Christen - chapters 8-10
March 15	Career presentations	Amundson, Harris-Bowlsbey & Niles – chapters – 10-12

California’s Career Counseling and Education Web Sites:

EUREKA <http://www.eureka.org/index.html>

Occupational Outlook Handbook <http://www.bls.gov/oco/>

California CareerZone <http://www.cacareerzone.org>

CaliforniaColleges.edu <http://californiacolleges.edu/>
MyMajors.com <http://www.mymajors.com/index.html>
Career Decision-Making Difficulties Questionnaire <http://kivunim.huji.ac.il/cddq/>
O*NET <http://www.onetcenter.org/>
America's Career InfoNet <http://acinet.org/>
CareerBuilder <http://www.careerbuilder.com/>
National Career Development Association <http://ncda.org>
The Real Game California www.RealGameCalifornia.org
California Career Planning Guide www.CaliforniaCareers.info/ccpg
California Career Center: www.calcareercenter.org

Earthquake Emergency Information:

Information of what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at http://www.aba.csueastbay.edu/EHS/emergency_mgnt.htm

Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.

***How does this course connect with the theme:**

As a result of this course, credential candidates will become aware of career life planning techniques with the intent of meeting the needs of pupils from diverse backgrounds who learn in different ways and need career and technical information designed for their success. Students in the course will be encouraged to identify barriers to pupil success in the career domain. They will also study methods for confronting and ameliorating these barriers for pupils from varied backgrounds and promoting higher success rates for all pupils served within the school community.

**** Linked Learning** approach: Encouraging students to explore careers they are interested in is a key way to demonstrate the relevance of a college degree. Career activities connect school learning to future careers and reinforces national policy that currently emphasizes the importance of making students “college and career ready.”