

Adler Graduate School

1550 East 78th Street
Richfield, MN 55423

AGS Course 574 - Online Career Development

1. Course Designation

Adler Graduate School
Course number # 574OL
Career Development
Three (3) credits
Prerequisite: #511

Instructor: Kate Simonson, MA, Licensed School Counselor and Employment
Placement Specialist, Professional Certified Career Coach
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2. Course Description

This online course is designed to emphasize an understanding of practices related to career development and to encourage students to implement strategies of sound and culturally competent, ethical, career counseling/coaching. Students review the history and theories of career development, career progression over life span, the purpose and scope of assessment instruments and career interviewing. They will participate in activities to strengthen themselves as professional career 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. Career considerations of diverse cultural groups and special populations will be discussed as well as global implications of career issues resulting from technological advancement. 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, Work.

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

3.1 Required Texts:

Zunker, Vernon G. (2006) *Career Counseling; a Holistic Approach* (7th ed,) Belmont, CA:
Brooks/Cole, Cengage Learning.

3.2 Optional Articles That May Be Assigned for Reflection and Discussion:

Arthur, Nancy; McMahon, Mary. (Spring 2005). Multicultural career counseling: Theoretical applications of the systems theory framework. *Career Development Quarterly*, 53 (3) 208-222.

Breuer, Nancy L. (2005). Teaching the HIV-positive client how to manage the workplace. *Journal of Vocational Rehabilitation*, 22 (3), 163-169.

Burwell, Rebecca; Chen, Charles P. (Spring, 2006). Applying the principles and techniques of solution-focused therapy to career counseling. *Counseling Psychology Quarterly*, 19 (2), 189-209.

Case, Jan C.; Blackwell, Terry L. (Winter 2008). Strong Interest Inventory. *Journal of Counseling & Development*, 51 (2) 122-126.

Flores, Lisa Y.; Berket, LaVerne A.; Nilsson, Johanna E.; Ojeda, Lizette; Jordan, Shiloh E.; Lynn, Giner L.; Leal, Veronica M., (Fall 2006). Racial/ethnic minority vocational research: A content and trend analysis across 36 years. *Career Development Quarterly*, 55 (1), 2-21.

Fouad, Nadya A. (Fall 1992). Comments on Super's theory and C_DAC model. *Journal of Counseling & Development*, 71 (1), 81-82.

Giannantonio, Cristina M.; Hurley-Hanson, Amy E. (Spring 2006). Applying image norms across Super's career development stages, *Career Development Quarterly*, 54 (4), 318-330.

Hartung, Paul J.; Vandiver, Beverly J.; Leong, Frederick T.L.; Pope, Mark; Niles, Spencer G.; Farrow, Beverly. (Spring 1998). Appraising cultural identity in career-development assessment and counseling. *Career Development Quarterly*, 46 (3), 276-293.

Herr, Edwin L., (Spring 1997). Super's life-span, life-space approach and its outlook for refinement. *Career Development Quarterly*, 45 (3), 238-246.

Hershenson, David B., (Winter 2005). INCOME: A culturally inclusive and disability-sensitive framework for organizing career development concepts and interventions. *Career Development Quarterly*, 54 (2), 150-161.

Perry, Justin C.; Dauwalder, Jean Pierre; Bonnett, Heather R. (Spring 2009). Verifying the efficacy of vocational guidance programs: Procedures, problems, and potential directions. *Career Development Quarterly*, 57 (4), 348-357.

Reh fuss, Mark C. (Fall 2009). The future career autobiography: a narrative measure of career intervention. *Career Development Quarterly*, 58 (1) 82-90.

Slan-Jerusalim, Rebecca; Chen, Charles P., (Fall 2009). Work-family conflict and career development theories: A search for helping strategies. *Journal of Counseling & Development* 87, (4). 492-500.

Shearer, C. Branton; Luzzo, Darrell Anthony (Fall 2009). Exploring the application of multiple intelligences theory to career counseling. *Career Development Quarterly*, 58 (1), 3-13.

Stone, Mark H., (Spring 2007). The task of work in Individual Psychology. *Journal of Individual Psychology*, 63 (1). 96-109.

Watkins, C. Edward, Jr., (Fall 1993) Psychodynamic career assessment: an Adlerian perspective. *Journal of Career Assessment*, 1 (4), 355-374.

Watkins, C. Edward, Jr., (1984). The individual psychology of Alfred Adler: Toward a vocational theory. *Journal of Vocational Behavior*, 24, 28-47.

4. **Competencies and Learning Outcomes**

(Learner Outcomes)= MN Board of Teaching Standards for School Counselors and NCA corresponding Standards that are met in 574 OL Career Development

Students in this course will be able to:

- 4.1 Demonstrate practical application of theories and models of career development assessment (NCA Standard met: 4.a)
- 4.2 Identify stages and needs for career development throughout life spans with the emphasis on adults (NCA Standard met: 4.d)
- 4.3 Apply the skills necessary to provide career counseling for individuals and/or groups (NCA Standard met: 4.c and 4.h)
- 4.4 Recognize the skills necessary and instruments available to provide career assessment for individuals and groups as well as ethics and legal consideration (NCA Standard met: 4.f and 4.i)
- 4.5 Develop an understanding of the occupational and labor market, visual and printed resources and technology that are used in career counseling (NCA Standard met: 4.b and 4.g)
- 4.6 Recognize components necessary to develop, plan, implement, and evaluate career development programs in school and community settings (NCA Standard met: 4.c and 4.e)

- 4.7 Understand the dynamics of career counseling with diverse populations, including the role of gender in career development (NCA Standard met: 4.h)
- 4.8 Comprehend the interrelationships among and between career, family, and other life roles (NCA Standard met: 4.d)

5. **AGS Online Course Overview**

- 5.1 AGS online courses have the same total duration as residential courses – 7 weeks (5 weeks of coursework plus two weeks for completing final assignments). You should expect to spend between 90 and 120 hours on all course-related activities. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers/projects and grades are submitted.
- 5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time-- replying within 48 hours. During the class, your instructor will post specific hours for virtual confering on the Career Development webpage.
- 5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least two substantive postings per week, and reflect on postings of two of your classmates, and – in some cases - engage in experiential activities, per syllabus and online instruction. These expectations are very general, as you will find unique teaching style and specific expectations presented in each online class.
- 5.4 Although you may find that you have a lot of experience in the discussion topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style (Sixth Edition) and format requirements in referencing sources.

6. **System Requirements for Adlermoodle Learning Platform**

- 6.1 The system requirements for the Moodle user are modest. All you really need is a solid, reliable internet connection and a modern web browser. It may help to have a 200+Mhz processor on your computer if you are running Windows or MacOS.
- 6.2 Moodle will work in any modern web browser. However, it works best in the following:
 - o Internet Explorer (v5.5 or later)

- Firefox (all versions)
- Netscape (v7 or later)

6.3 Others that MAY be less effective:

- Opera
- Safari
- Camino

6.4 Your browser should also have both cookies and javascript enabled. These are typically enabled by default, but if you think these settings might need enabling, check the documentation for your particular browser for how to do these. Some examples are provided in the “Systems Requirements” tab on the login page of adlermoodle.com.

6.5 You should also enable pop-ups for your Moodle site. Consult “Help” for your particular browser on how to enable pop-ups.

What else may I need?

6.6 Career Development Online will have Office documents that you will need to access.

If you do not have Microsoft Office, you can download Open Office which allows you to view and edit MS Office files, and is available free for Windows and for non-Windows computers.

6.7 Some courses may have documents in Adobe Acrobat format (.pdf) so you may need a PDF reader. You can download Adobe Reader for free.

6.8 Some courses may have multimedia animations created using Adobe Flash that require you to have the Flash Plugin installed on your computer. You probably have it already if you have a modern computer.

7. Career Development Online Courses Outline—(Each week choose two topics to which you will respond; one response will be posted on Tuesday and the second on Thursday. You will have until Saturday to respond to two of your peers’ postings.

7.1 Unit 1 – Theories of Career Development (NCA Standard: 4.a, 4.d)

Readings: Zunker, G. (2006) Chapters 1, 2, Appendix A

Watkins (1984) The individual psychology of Alfred Adler: Toward a vocational theory

Watkins (1993) Psychodynamic career assessment; an Adlerian perspective

Discussion Topics:

1. Identify and elaborate on the work of one of the theorists discussed in the readings relative to its application to the clients with whom you will work.
2. How might the proposed vocational theory of Adler regarding the influence of one's father and mother on career choice look if it was written today?
3. What factors of one's lifestyle might support Gottfredson's contention that "...people compromise in their search process because they typically search for an occupational choice that is 'good enough'?"
4. Identify and support 3 perspectives of a theorist that would promote the relevancy of those perspectives in the 21st century.

7.2 Unit 2 – Career Interviewing and Assessments (NCA Standards: 4.c, 4.f, 4.h)

Readings: Zunker, G. (2006) Chapters 5, 6, 7

Discussion Topics:

1. Research and report on one of the following assessments; specifically discuss its purpose, and value for the clients with whom you expect to work: Myers-Briggs Type Indicator, DiSC Personal Profile System, Strong Interest Inventory, or an assessment of your choice.
2. (Related to Ch. 5, p. 151). Recognizing that areas I-VI are standard during a counseling interview, craft an intake career questionnaire (limit to 15 questions) that covers VII-XI. Design your questions to identify in-depth key issues in your clients' lives and that will identify the scope of their needs.
3. List six areas that may be assessed in career counseling and name an instrument appropriate to assess each area? Which two areas do you believe are of highest assessment priority when doing "brief counseling"? Explain your priorities.

4. How might the use of self-reported early recollections be instrumental in assisting career clients and when might these be appropriate to use?

7.3 Unit 3 – A Holistic Approach; Family, Community and Work in Our Lives (NCA Standards: 4.c, 4.d,

Readings: Zunker, G. (2006) Chapter 4, 12, 18, 19

Watch the following four brief YouTube video segments that give an overview of career development and progression areas where problematic issues may occur and clients seek career counseling:

<http://www.youtube.com/watch?v=iHLohhpySGg>
<http://www.youtube.com/watch?v=iHLohhpySGg>
<http://www.youtube.com/watch?v=PrxBUchzDj0&NR=1>
<http://www.youtube.com/watch?v=DYn0JLKQ2w8&NR=1>

Discussion Topics

1. What are global, family, and personal considerations that may be brought to a counseling session by foreign workers seeking balance and growth in their careers?
2. Describe in detail two interventions an Adlerian counselor might use to facilitate a client's movement toward growth in the life task of Work. Give your examples as they would apply to hypothetical "presenting issues."
3. What are the unique needs of the "Baby Boomer" generation relative to career counseling? How would these needs be different from those of the "Generation Xers?" "Which of the National Career Development Association competencies would be most important in working with each of these generations?"
(http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3397)
4. Discuss the psychological and social effects of pervasive and on-going unemployment relative to the worker, their family and the implications for the community.

7.4 Unit 4 – Career Counseling with Diverse/Special Populations (NCA Standards: 4.b, 4.h)

Readings: Zunker, G. (2006) Chapter 10, 11, 13, 14

Arthur & McMahon (2005) Multicultural career counseling: Theoretical applications of the systems theory framework (optional)

Hershenson (2005) INCOME: A culturally inclusive and disability-sensitive framework for organizing career development concepts and interventions (optional)

Discussion Topics:

1. What are the components of entrepreneurship training that make them relevant as inclusive information needed to counsel/coach the career issues of diverse groups and/or of the aging?
2. Define the scope of culturally responsive and contextually competent career counseling services.
3. How does the increasing aging and diversity of the workplace challenge and enrich workers? What might be “presenting issues” (and a counselor’s first responses) for which diverse or aging clients seek career counseling/coaching?
4. Address the special concerns faced by career clients who battle chemically dependency, poverty, and/or who have been formerly incarcerated on felony charges.

7.5 Unit 5 – Ethical Counseling, Technology Assisted Counseling (NCA Standards: 4.b, 4.e, 4.g, 4.i)

Readings: Zunker, G. (2006) Chapter 8, 9

<http://www.ncda.org/pdf/EthicalStandards.pdf>

1. Pose 2 hypothetical ethical dilemmas a career counselor may face using career assisted career guidance systems (CACGS). What would be examples of ethical violations in these situations; what Standard would have been in violation, and how would an ethical counselor handle each situation?
2. Describe the content and function of a Career Center for Adler Graduate School that would reflect its mission, and support practitioners who are striving to meet the needs of an increasingly

diverse community, as well as stay competitive in a technological marketplace.

3. Choose one of the following computer-assisted career guidance systems (CACGS) and share the contents and value it would provide a career counselor: a) DISCOVER; b) CareerBuilder; c) O*Net online; d) a CACGS of your choice.
4. Specifically identify (by name, website address) four (4) federal, state, county, or community online resources available in your locale that can assist your career clients and give a different example how each resource can meet two different clients' possible career development needs.

8. Assessment/Evaluation Procedures

(Detailed descriptions of these assignments are available on Moodle)

8.1 Total Points for 574OL Career Development = 100.

Point Distribution for Grading:

100-90=A

89-80=B

79-70=C

69-60=D

Original posts are required and graded on a scale of 0-4 points. Two posts are required weekly for five weeks. Responses posted after the deadline will not be graded. You can earn a maximum of 40 points in this required activity.

Conscientious attention to the criteria below is expected:

Points	Interpretation	Grading Criteria
4.0.	Excellent	Comments a) are accurate and relevant; b) demonstrate original thinking; c) show evidence of scholarly support; d) are concise, well written, no more than 350 words, with very few significant grammar and punctuation errors and no violation of "netiquette". Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit.
3.0	Above Average	Comments lack at least one of the above qualities, but are above average overall, with regard to their content,

		and make a good contribution to our understanding of the issue being discussed.
2.0	Average	Comments lack two or three of the required qualities. Comments which are based upon personal opinion and not supported by scholarly research or personal experience and/or comments violating important “netiquette” rules often fall within this category.
1.0	Minimal	Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.
0.0	Unacceptable	The comment lacks all four qualities or is in violation of AGS academic integrity policy, or is missing.

8.2 Response to Peer Postings Points

Post a response, using no more than 150 words, to 2 of your peers’ postings. Peer responses can earn 2.0 point per each peer response (with the total of 4.0 points per unit, and a maximum of 20 points in this area per course). Peer responses are graded on the thoughtfulness and depth of the response, accuracy, relevance, presence of scholarly support, and delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses posted after deadline will be not be graded. You will receive 2 points for your first posting: your introduction

8.3 Part 1. Development and Submitting of Professional Portfolio (SPT) 10 Points

You will receive 10 points for development and submission of your comprehensive professional portfolio.

8.4 Part 2. Developing Your “Tool-Kit,” Career Counseling/Coaching Interview with Client, and Summary (SPT) 20 Points

You will receive 20 points for completing this process as instructed in the online description of Special Project Time (SPT).

9. Online Discussions Through Forums

Online classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate. Kate’s rule: Be clear and concise. Period.

Following are guidelines governing online discussions:

9.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

9.2 NEVER post to the courseroom content:

- That is known to be illegal,
- That is potentially harassing, threatening, or embarrassing,
- That might be offensive and might be received as disrespectful in any way.
- That is vulgar or sexually explicit

9.3 The tone of the exchange is one of respect for individual differences, If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.

9.4 Students are encouraged to not overuse exclamation marks!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.

9.5 Online 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 online 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.

9.6 During online discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion. Confidential client information is not appropriate in forum postings. Further, mental health related issues pertaining to you or your family members must be used with caution, if at all.

9.7 Be aware that some agency-specific information, such as descriptions of programs that have been developed or specialized treatment approaches, may potentially be a subject of copyright law. Although it is not always possible to know whether information is protected, the minimum expectation is to always identify and credit the source of information.

10. **Special Project Time (SPT) General Comments**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short, 3-4 page APA formatted essay or (b) a research exercise and a short, 2 page 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.

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, Professional Career Coaches, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

SPT specifics for Career Development Online are posted on Moodle.

11. **Writing Guidelines including APA Format**

- 7.1 All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).
- 7.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).
- 7.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.
- 7.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.

12. **Attendance and Participation Policy**

- 12.1 At the beginning of each course, please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information. Your first forum post, worth two points, will be the introduction of yourself.

- 12.2 You are expected to attend all the course learning activities. In the AGS asynchronous online courses, you attend the class by complying with posting and other submission deadlines.
- 12.3 In most of the courses, you will have three deadlines per week during the five weeks of coursework. Two times each week, your course instructor will post two discussion topics corresponding to the unit that week. The questions will appear in Moodle each Sunday morning for the five weeks of coursework. You will have until Tuesday night (11:59 PM CST) for the first question (deadline number one) and Thursday night (11:59 PM CST) for the second question (deadline number two) to submit your original response. You will be able to post responses to peer postings only after you have posted your original on Tuesdays and Thursdays.
- 12.4 Your original response to the instructor's will be at least 350 words. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit. You are not expected to adhere to strict APA guidelines for your forums and peer responses but rather to abide by the "scholarly intent" of the guidelines.
- 12.5 You are required to submit four posting per week: two that are your own original responses to the topics and two responses to your peers. These peer responses have to be substantive. In these responses, you will bring another aspect to the discussion, find additional scholarly support for your classmate's position, reply to a group of your classmates by comparing or contrasting their stated positions, integrate your classmates' observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate.
- 12.6 Do not post a response to another's original post until you have posted your original response. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original posting, whether individually or in a summary format.
- 12.7 It is the AGS attendance policy that students have to attend at least 80% of the class sessions in order to be eligible for a letter grade. Not complying with posting deadlines or not posting at all will be counted as a missed class.
13. **Participation Disclaimer**

Active participation in class discussions/exercises 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.

14. **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.

15. **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.

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

If a student in this course has a documented learning disability, 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 you. 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.

17. **Instructor Contact Information**

March 22, 2010

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