

# 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 **Carer 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. Students will gain instruction on portfolio development and create their own portfolios.

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 a variety of formal and informal career assessments. They will practice counseling processes in class, provide presentations on their portfolios, and offer feedback to one another.

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

- 3.1 Required texts:

Niles, S.G. & Harris-Bowlesbey, J (2008) **Career Development Interventions in the 21<sup>st</sup> Century.** (3<sup>rd</sup> edition) Columbus: Merrill Prentice Hall.

- 3.2 Optional text:

**None.**

### 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 career counseling processes, techniques, and resources, including those applicable to specific populations.
- 

## 5. Course Outline

<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 Units 1 and 2 (Saturday, November 13<sup>th</sup>)

- ~ Introductions
- ~Sharing of learner's personal career development path
- ~Orientation to the course; review of syllabus
- ~Mindset & mechanics
- ~T-Tool Activity
- ~Your Anthropology: What are Your Truths?
- ~Self-imposed limits and beliefs
- ~Presentation on portfolios
- ~Review; discuss homework for the next class period

Associated Reading: Career Development Interventions in the 21<sup>st</sup> Century, Chapter 1

#### 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)

### 5.2 Unit 3 (Tuesday, November 17<sup>th</sup>)

- ~ Check-in
- ~Discuss Lifeline assignment
- ~Overview: History & major theories of Career Development
- ~Perfect Day Activity
- ~Pie of Life Activity
- ~Explanation of homework assignments; hand out article "Deciding on Purpose" by Richard Leider

Associated Readings: Career Development Interventions in the 21<sup>st</sup> Century, Chapter 2 and “Deciding on Purpose” article by Richard Leider

Homework:

~“Five Lives Activity” (If there were no barriers / limits and you could have five distinctive lives, provide a brief synopsis of what you would be doing, where you would be located geographically, who you would be spending time with, etc.)

5.3 Unit 4 (Tuesday, November 24<sup>th</sup>)

~Check in

- ~Discuss “Deciding on Purpose”
- ~Discuss “Five Lives” activity
- ~Identifying your top passions
- ~Emerging Theories of Career Development
- ~Explanation of homework assignments

Associated Readings: Career Development Interventions in the 21<sup>st</sup> Century, Chapter 3

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)
- Theoretical Comparative Analysis Paper: Write a 3-4 page comparative analysis of the career development theories addressed in the text and in class. Compare and contrast the theories, including how these career development theories compare with Adlerian theory. Identify which theories/approaches best fit “your anthropology” and counseling style.

5.4 Unit 5 (Tuesday, December 1<sup>st</sup>)

~Check in

- ~Turn in comparative analysis paper
- ~Building rapport for career counseling: the “Five C’s”
- ~Dependable Strengths
- ~Counseling Special Populations
- ~Explanation of homework assignments; receive administrations for Career Lift-Off

Associated Readings: Career Development Interventions in the 21<sup>st</sup> Century, Chapters 4

Homework:

- Take Career Lift-Off Interest Inventory
- Take Jung Typology Scale (<http://www.humanmetrics.com/cgi-win/JTypes2.asp>) and read description of Types (<http://www.personalitypage.com/portraits.html> and <http://www.murraystate.edu/cecsv/fye/m-b.htm>)

5.5 Unit 6 (Tuesday, December 8<sup>th</sup>)

~Check in

- ~Career alternatives: explorers, hunters, and conquerors
- ~Career assessments
- ~Resources/strategies for exploring career options and occupations
- ~Decision-making
- ~Discuss assignments
- ~Sign up for portfolio presentation - either December 13<sup>th</sup> or December 15<sup>th</sup>

Associated Readings: Career Development Interventions in the 21st Century, Chapter 5

Homework:

- Career Assessment Comparative Analysis Paper: Write a 3-4 page comparative analysis of the informal and formal career assessments covered in class. What was your impression of these assessments? Which ones are you likely to use with your clients and why?
- Prepare to present your draft portfolio to the class
- Be prepared to offer constructive feedback to your classmates regarding their portfolios

---

5.6 Units 7 and 8 (Sunday, December 13<sup>th</sup>)

- ~Check in
- ~Turn in paper assignment
- ~Maintaining career fitness
- ~Beginnings & endings – managing transitions and supporting change
- ~Employment self-marketing techniques
- ~Discussion: career development in community-based settings and private practice
- ~Discussion: who is your ideal client and how do you attract them?
- ~Learner portfolio presentations

Associated Readings: Career Development Interventions in the 21st Century, Chapters 8 & 12

Homework:

- Write a brief description of your ideal client
- Prepare to present your draft portfolio to the class
- Be prepared to offer constructive feedback to your classmates regarding their portfolios

5.7 Unit 9 (Tuesday, December 15<sup>th</sup>)

- ~Check in
- ~Learner portfolio presentations
- ~Personal branding exercise
- ~Letter of Recommendation
- ~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 Special Project Time: Theoretical Comparative Analysis (15 points)

Compose a 3-4 page paper (including title page and references), comprehensive comparative analysis of the career development theories addressed in the text and in class. Compare and contrast the theories, including how these career development theories compare with Adlerian theory. Identify which theories/approaches best fit “your anthropology” and counseling style. This paper needs to be in APA format.

### 8.2 Special Project Time: Career Assessment Comparative Analysis (15 points)

Compose a 3-4 page paper (including title page and references) comparing the informal and formal career assessments covered in class. What was your impression of these assessments? Which ones are you likely to use with your clients and why? This does not need to be in APA format.

### 8.3 Special Project Time: Career Portfolio (40 points)

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.

### 8.4 Special Project Time: Draft Portfolio Presentations (10 points)

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 toward 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 (20 points)

Since this class is highly experiential, learners will be evaluated on participation in the formal and informal career assessments used in class, as well as discussion topics.

### 8.6 Grading:

- |   |               |
|---|---------------|
| A | 90-100 points |
| B | 80-89 points  |

C 70-79 points

Papers turned in late will be docked 10 points. For students who do not turn in all assignments and their final portfolio by 5:00 PM Tuesday, December 22<sup>nd</sup>, the grade of R (Retake) will be recorded for the course. The designated drop-off spot for the portfolios will be 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. 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

Carmen J. Croonquist, MS, CCMC  
615 9<sup>th</sup> Street  
Hudson, WI 54016  
Phone: 651-497-7178  
E-Mail: Carmen.jean.croonquist@uwrf.edu