

Spring 2002

## CE 625 Syllabus: Career Development and Appraisal

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WINONA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
COUNSELOR EDUCATION DEPARTMENT

CAREER DEVELOPMENT AND APPRAISAL  
CE 625)  
(Three Semester Hours)

INSTRUCTOR:

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OFFICE HOURS:

Mon. & Tues.: 10 - 2 and.  
Wed. 12 - 2  
(and by appointment)

PURPOSE:

The purpose of this course is to introduce students to career counseling as it relates to the work of counselors in school and community counseling settings. The course will focus on developing a knowledge base and skillfully utilizing that knowledge in applied situations. The following areas will be emphasized throughout the course: 1) career counseling theory, 2) career counseling stages and techniques, 3) career Information systems, 4) computer assisted technology employed in career counseling, 5) career assessment tools and techniques, 6) school to work as it relates to career counseling, 7) meeting the needs of culturally diverse people and other special groups when providing career counseling, 8) career planning and placement techniques, and 9) The National Career Development Guidelines and how they impact on the practice of career counseling.

TEXT:

Bolles, R. (1999). The 1999 what color is your parachute? A practical manual for job-seekers & career changers. Berkeley, CA: Ten Speed Press.

Zunker, V. (1998). Career counseling: Applied concepts of life planning (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

OBJECTIVES:

1. Students will demonstrate knowledge of the major theories of vocational choice and career development.
2. Students will become familiar with various sources of occupational information including computer assisted career information systems.

3. Students will become familiar with tools to assess career values, interests, ability, and maturity.
4. Students will become aware of the importance of family values and life events in their own career development.
5. Through scholarly research and formal presentation students will become familiar with career development issues as they relate to specific populations (e.g. career counseling in elementary schools, career counseling in post-secondary settings, career counseling with culturally diverse populations, career counseling with people with disabilities, etc.).
6. By visiting a career planning and/or placement center students will gain insight into current practice in the area of career counseling.
7. Students will be able to articulate a clear understanding of ethical issues specific to the practice of career counseling.
8. Students will become familiar with The National Career Development Guidelines.

#### GRADING SCALE:

- A = 900 to 1,000 points
- B = 800 to 899 points
- C = 700 to 799 points
- D = 600 to 699 points
- E = 599 points and below

#### COURSE REQUIREMENTS AND GRADING:

Career Planning and/or Placement Center Visit	100 points
Self-Directed Search	50 points
Myers-Briggs Type Indicator	50 points
Strong Interest Inventory	50 points
Autobiographical Paper on Student's Own Career Development	200 points
Small Group Presentations	200 points
Final Examination	200 points
Computer Assisted Career Search Project	50 points
Attendance and Participation	100 points

#### POLICY ON LATE OR UNFINISHED ASSIGNMENTS:

Late assignments are subject to a penalty of 10% of the assigned grade for each day they are late. A grade of I (Incomplete) will not be awarded except under extraordinary circumstances, such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

### STUDENT ACADEMIC HONESTY:

Cheating, submitting work other than your own will result in failure in the course.

### ATTENDANCE:

Attendance and participation in all classes is expected. Should a student be absent from any class it is the student's responsibility to talk with the instructor about any work they may have missed.

### STUDENT EVALUATION OF COURSE:

Since feedback is instrumental in subsequent course planning, each student will be asked to evaluate the course content and the instructor's teaching at the end of the course. Comments are welcome at any time, however.

### SPECIAL NOTE:

Each student is requested to provide the course instructor with a stamped, self-addressed envelope at the final meeting of the course in order to insure that papers are returned in a timely fashion.

### Bibliography

Brown, D. & Brooks, L. (1991). Career counseling techniques. Boston, MA: Allyn and Bacon.

Gysbers, N. & Moore, E. (1987). Career counseling: Skills and techniques for practitioners. Boston, MA: Allyn and Bacon.

Herr, E. & Cramer, S. (1996). Carrer guidance and counseling through the lifespan (5<sup>th</sup> ed.). New York: Harper Collins College Publishers.

Issacson, L. & Brown, D. (1997). Career counseling, and career development (6<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Lock, R. (2000) Taking charge of your career direction: Career planning guide, Book 1 (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Osipoq, S. & Fitzgerald, L. (1996) Theories of career development (4<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

CE 625  
CAREER DEVELOPMENT AND APPRAISAL  
FALL, 1999  
Tentative Class Schedule

September 10, 1999

Topic: Introduction and Course Overview  
The History of Career Development  
The National Career Guidelines  
Reading: None  
Classroom Activity: "Exploring Your Personal Career Path"

September 11, 1999

Topic: Theories of Career Development  
Career Life Planning  
Reading: Chapters 1 through 4 in text

September 24, 1999

Topic: The DOT and the OOH  
Using Computers for Career Counseling  
Reading: Chapters 5 and 6 in text  
Classroom Activity: DOT and OOH assignment  
Computer Assisted Technology Activity

September 25, 1999

Topic: Using Standardized Assessment in Career Counseling  
The Career Resource Center  
Reading: Chapters 7 and 8 in text  
Classroom Activity: Complete Individual Career Assessments  
Due: Career Planning and/or Placement Center Visit Report  
Computer Assisted Career Search Project

October 15, 1999

Topic: Career Guidance Programs in Educational Institutions  
Career Guidance Programs for Adults in Transitions  
Career Guidance Programs for Special Populations  
Reading: Chapters 9 through 19 in text

October 16, 1999

Topic: Techniques for Career Counseling  
The 1999 What Color is Your Parachute?  
Reading: Chapters 20 and 21 in text  
All of The 1999 What Color is Your Parachute?

November 5, 1999

Topic:

Small Group Presentations

Reading:

None

Due:

Autobiographical Paper of Student's Own Career Development

November 6, 1999

Topic:

Small Group Presentations (morning)

FINAL EXAMINATION (afternoon)

Course Evaluation

## CAREER PLANNING AND/OR PLACEMENT CENTER VISIT AND REPORT:

Each student will arrange with the members of their small group to visit a career planning and/or placement center in their community. NOTE: When it is not possible to participate in a group visit to a site, individual group members may make arrangements to visit a career planning and/or placement center on their own. The center must offer services relevant to the specific population the group is researching and preparing their group presentation on. Some ideas for sites to visit follow: (1) When working with elementary students and career development the group may elect to visit with an elementary school counselor to discuss career related activities in the school setting. (2) When working with middle/junior high school students and career development the group may elect to visit with a middle/junior high school counselor to discuss career related activities utilized in the middle/junior high school setting. (3) When working with high school students and career development the group may elect to visit a local high school career center. (4) When working with a post-secondary population the group may schedule a visit with a local technical college, community college, or university to explore career planning and placement services at that facility. (5) When exploring career planning and/or placement with a person with a disability the group may visit the local rehabilitation office. During the visit each group member will need to record the following information in order to prepare his or her individual report on the visit:

- (1) What is the mission of the center?
- (2) What specific population does the center serve?
- (3) What type of career assessment does the center offer?  
NOTE: If possible, it would be desirable for the student to complete one or more of the assessment tools during their visit.
- (4) What qualifications and training must one have in order to work at the center?
- (5) What specific career information resources does the center utilize most frequently?
- (6) What computer-based technology does the center utilize?
- (7) What specifically, does the career planning and/or placement process include for the career seeker? (e.g. counseling, resume writing, assessment, interview skill building, placement, etc.).
- (8) What type of follow-up services does the career center offer to job-seekers?
- (9) Any additional information the student wishes to gather in order to gain a full understanding of the career planning and/or placement center.

Following the career planning and/or placement center visit each student will prepare a report on his or her visit. NOTE: This is to be an individual paper. The report must be typed in a double space format and must include the following:

- (1) General information regarding the center.
- (2) Responses to the nine (9) questions listed above.
- (3) Specific new information the student gained as a result of the visit.
- (4) Specific strengths and need areas of the center.
- (5) Personal reaction to the center visits.

#### AUTOBIOBIOGRAPHICAL PAPER ON STUDENT'S OWN CAREER DEVELOPMENT:

The purpose of this assignment is to provide each student with the opportunity to examine their own career history. The student is to discuss their own career development story utilizing at least one career development theory as a foundation for their discussion. Papers may include subjective as well as objective information (e.g. career test results, narrative information, career graphs, etc.). The paper must be typed using a double space format. The paper is to be no more than ten (10) pages in length. All resources must be referenced using appropriate APA reference style. See Publication Manual of the American Psychological Association (4<sup>th</sup> ed.) for reference style.

#### INDIVIDUAL CAREER ASSESSMENT ACTIVITIES:

Each student will have the opportunity to complete three career related assessment tools (Self-Directed Search, Myers-Briggs Type Indicator, and the Strong Interest Inventory). Information gained from testing may be integrated into the autobiographical paper. Specific instructions for testing will be provided in class.

#### SMALL GROUP PRESENTATION PROJECT:

Each student will participate in a small group project in which they will research and present information on a specific career related topic. Some suggested group topics include: (1) career counseling in the elementary school, (2) career counseling in the middle/junior high school, (3) career counseling with high school students, (4) career counseling in post-secondary settings, (4) career counseling with adults who are changing careers, (5) school-to-work programs, (6) career counseling with people with disabilities, (7) career counseling with people from culturally diverse backgrounds, (8) career counseling with displaced homemakers, etc. Each student will work cooperatively with their group in order to prepare and present a clear, well developed, organized presentation to the entire class. Each student will provide the course instructor with a typed outline of their portion of the presentation along with any handout material they plan to distribute to the class. The presentation will be reviewed and evaluated by the course instructor. Criteria for evaluating each student's performance as well as the overall group performance is presented in the attached PRESENTATION EVALUATION FORM. The structure and content of the small group presentation is left to the group to decide. However, the course instructor will be looking for a clear beginning, middle, and end to the presentation.

NOTE: Each group presentation will be fifty to sixty minutes in length. Activities and exercises that involve the whole class may be incorporated into the presentation. Time should be allowed following the presentation for questions and discussion from the class. The use of AV materials (overheads, handouts, computers, etc.) is strongly encouraged to enhance the group presentation.



#### COMPUTER ASSISTED CAREER SEARCH PROJECT:

Each student will have the opportunity to utilize computer-based technology to assist them in their personal career search. In addition, information for the small group presentation projects may be located on the Internet. Each student will have the opportunity to discuss their experience with technology in class following the activity.

#### FINAL EXAMINATION:

A final examination will be given in order to assess the student's general knowledge base as well as their ability to integrate and apply career information in hypothetical situations. The examination will include subjective as well as objective questions and will cover information presented in the text books along with material provided in class.

#### ATTENDANCE AND PARTICIPATION:

Regular attendance along with active participation in classroom discussions and activities is critical to each student's success in this course. Therefore, attendance and participation is included in the final course grade.

## PRESENTATION EVALUATION FORM

Student Name \_\_\_\_\_

Group Topic Area \_\_\_\_\_

Total Points \_\_\_\_\_

Unacceptable	Inadequate	Average	Very Good	Excellent
5	10	15	20	25

Format and content of presentation

5                      10                      15                      20                      25

Use AV materials

5                      10                      15                      20                      25

Ability to respond to audience questions

5                      10                      15                      20                      25

Ability to present material in an educational fashion

5                      10                      15                      20                      25

Ability to work cooperatively with a group

5                      10                      15                      20                      25

Personal presentation style

5                      10                      15                      20                      25

Logical conclusion

5                      10                      15                      20                      25

Overall rating of the presentation

5                      10                      15                      20                      25