

# COURSE SYLLABUS COVER SHEET

Lewis & Clark College  
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

**Course Number**

**SCED 503**

**Course Name**

**Career Dev and Consult**

**Term**

**Spring 2012**

**Department**

**Educational Leadership**

**Faculty Name**

**Pedersen, Hadraba**

**Catalogue Description** (copy from current catalogue):

Second of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the career development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Content knowledge is enhanced by technology. Participants practice consultation skills with students and faculty.

**GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:**

GSEC GP (1) Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported. <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 1,3, Assignment 2</i>
GSEC GP (2) Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving. <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 1,2,3, Assignments 1A, 1B, 2</i>
TSPC OAR 584-017-0441 (2) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to apply deep and broad understanding of Oregon's four developmental domains. <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 1,2, Assignment 2</i>
TSPC OAR 584-017-0441 (5) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities. <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 1,3, Assignment 2</i>
TSPC OAR 584-017-0441 (8) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs. <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 1, 2, Assignment 1A</i>

**Authorization Levels (for TSPC-approved programs only):**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	R
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5 <sup>th</sup> or 6 <sup>th</sup> grade classroom in a middle school.	R
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	R
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	R

\*R = Readings and In-class Discussions      \*P = Practicum

**Student Performance:**

Student performance criteria appear on page(s) 3-4 of this syllabus (student performance includes goals, evidence, and levels of performance).

**SCED 503**  
**Career Development and Consultation**  
**Lewis and Clark College**  
**School Counseling**  
**Spring 2012**

Instructor (01): Laura Pedersen, PhD  
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Instructor (02): Heather Hadraba, PhD  
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**Required Texts:**

1. Unfocused Kids: Helping Students to Focus on Their Education and Career Plans  
Suzy Mygatt Wakefield (ed.)  
PRO-ED, Inc., 2004

Additional Readings (To be retrieved from Lewis and Clark Moodle page)

**Websites: Separate document to be found on Moodle**

**Course Description:**

This course will address the following school counseling topics with an emphasis on the three career development standards of the American School Counselor Association:

1. Role of the school counselor in consultation with students, parents, and faculty;
2. Skill development in resiliency/asset-building, utilizing solution-focused, micro-skills, cognitive behavioral, person-centered, and reality/choice counseling theory as applied to the career development of a diverse population of students;
3. Utilization of instruments in assisting students to make career, educational, and life decisions;
4. Comprehension of career development as a lifelong process; and
5. Understanding of career development theories as they apply to grades K-12.

**Department and Graduate School Statement:**

This course embodies the philosophy found in the conceptual framework of the Graduate School of Education at Lewis & Clark College in these ways:

1. Engages students in critical thinking, creative problem solving, collaboration, thoughtful reflection and inquiry;
2. Prepares students to address the challenges, conflicts, and ambiguities they will face in their professional lives;

3. Challenges and supports students within a climate of care, respect, and open inquiry;
4. Addresses issues of race, gender, class, ability, sexual orientation, and other issues in an increasingly diverse and pluralistic society and stresses a commitment to equity and diversity;
5. Teaches collaboration among professionals, parents, students, schools, agencies, and communities;
6. Emphasizes life-span development factors; and
7. Gives high priority to consultation, advocacy, use of technology, and the importance of student outcomes as the primary method of measuring our effectiveness.

### **Course Goals and Objectives:**

1. Provide counselors in training with knowledge, skills, and attitudes necessary to positively impact career development and equitable opportunities for all students, including under-served and under-represented populations;
2. Demonstrate skills in solution-focused, cognitive-behavioral, person-centered, and reality/choice counseling approaches as they pertain to career development of children and adolescents;
3. Utilize the National Standards Career Competencies to guide the development of a variety of activities and resources to enhance career success for all students;
4. Demonstrate knowledge of the Developmental Assets (from the Search Institute) as they can be used to enhance career achievement;
5. Demonstrate an understanding of career development theories and career trends;
6. Demonstrate consultation skills in conferencing with students, parents, and faculty;
7. Demonstrate an understanding of measurement instruments used in career counseling and their strengths and weaknesses;
8. Demonstrate comprehension of computer guidance and information systems that are used for career and college search processes, financial aid, career trends, etc.; and
9. Design a career guidance unit targeted to a particular grade level.

### **Course Requirements:**

1. Attendance at every class and active participation in discussions, role-playing, and other activities. Instructor must be notified one week in advance of any absence. Missing four or more hours of class time constitutes an automatic failure for the course, according to college and TSPC regulations;
2. Read assignments and related materials prior to class so that class activities augment this information;
3. Completion of three written assignments (required due dates and details of each assignment on attached documents & discussed further in class)

### **Grading Procedures:**

The intent of this course is for you to develop knowledge and skills in career development and career counseling. I will be rating you on each of the goals for the course, and will assign a final grade based on your class participation and assignments. You will also be asked to rate yourself on each of these goals. The rating system used will be based on a scale of distinguished, proficient, progressing, or unsatisfactory.

**Distinguished (A or 90-100%)** indicates a self-directed learner who demonstrates mastery on all levels. You come prepared for class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your writing displays a depth of knowledge and mastery of the material. Your fellow classmates are able to learn from your contributions to class.

**Proficient (B or 80-90%)** indicates a motivated learner who demonstrates a level of competency at all levels. You are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. Your writings are well written and demonstrate your understanding of the material. You are able to use what you have learned.

**Progressing (C or 70-80%)** indicates that you are not always prepared when you come to class. You have limited or minimal understanding of some of the concepts. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. Your writings do not show understanding of key concepts.

**Unsatisfactory (Below 70%)** is an indication that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written.

#### NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

#### PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

#### SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

## Schedule

### New Vision School Counselors & Career Development – Week I

#### Reading Assignment for January 20, 21:

1. Wakefield: Introduction, Ch. 1 – *Unfocused Kids*, Ch. 2, *The Importance of Career for All Students*, Ch. 3 – *Dreams Can Come True*, Ch. 4 – *Aligning Student Planning with the Changing Workplace*,
2. ASCA National Model: p. 110-112 Career Development Domain

#### Friday, January 20: 5:30 to 8:30 p.m.

1. Sharing Career Experiences, Professional Mission Statements and Personal Career Development Lifelines
2. Course Introduction, Expectations, and Assignments

#### Saturday, January 21: 8:30 a.m. to 4:30 p.m.

1. Career development theories
2. Oregon Career Information System
3. Team-Building and Team Decisions regarding Assignments 1 & 2
4. Using Comprehensive Career Development to close the A/E/C Gap
5. Liberation Theories for New Vision School Counselors:
  - A. Narrative
  - B. Happenstance/Social Learning
  - C. Solution focused

### New Vision School Counselors & Career Development – Week II

#### Reading Assignment for February 10, 11:

1. Wakefield: Ch. 5 – *Factors that Influence Women and Minorities to Choose High-Tech Careers*, Ch. 6 – *Building a National Model*, Ch. 20 – *The Important Role of Parents in Their Teen's Career Development*, Ch. 23 – *Your Best Plans Should Use Your Best Strengths*, Ch. 26 – *Career Development from a Multicultural Perspective*,
2. Download from Moodle:
  - Rivera (2007). *Career Counseling for Latinas*.
  - Lopez & McKeen (2008). *An Impossible Dream*.
  - Johnson (2002). *Building Dissatisfaction and Killing the Myths*.

#### Friday, February 10: 5:30 to 8:30 p.m.

1. Sharing results from the CIS Interest Inventory & Skills Inventory & MBTI
2. Reflections on the use of these approaches

**Saturday, February 11: 8:30 a.m. to 4:30 p.m.**

1. Sharing Comprehensive Career Development Lesson Plans
2. Career counseling programs for Elementary, Middle, and High schools
3. Career Theory Presentations to teams
4. Questions about Liberation Theories

**New Vision School Counselors & Career Development – Week III**

**Reading Assignment for March 2,3:**

1. Ch. 14 – *The False Promise of the Diploma*, Ch. 21 – *The Right Tools – Helping High School Students Consider their Postsecondary Options*, Ch. 32 – *How Do We Put All Of This Together?*
2. **Moodle:**
  - A. Hughes, K.L. & Karp, M.M. School-Based Career Development
  - B. Lee, S.M., Daniels, M. H., Puig, A., Newgent, R. A., Nam, S.K. *A Data-Based Model to Predict Postsecondary Educational Attainment of Low-Socioeconomic-Status Students*. Professional School Counseling, Jun2008, Vol. 11 Issue 5, p306-316.
  - C. Constantine, M. G., Kindaichi, M. M., Miville, M. L. *Factors Influencing the Educational and Vocational Transitions of Black and Latino High School Students*. Professional School Counseling, Feb2007, Vol. 10 Issue 3, p261-265.
  - D. Blackhurst, A. E., Auger, R. W. *Precursors to the Gender Gap in College Enrollment: Children's Aspirations and Expectations for Their Futures* Professional School Counseling, Feb2008, Vol. 11 Issue 3, p149-158.

**Friday, March 2: 5:30 to 8:30 p.m.**

1. Working with Parents and Families
2. Personal Career Development Lifeline Revisited

**Saturday, March 3: 8:30 a.m. to 4:30 p.m.**

1. Assignment #2 with presentation to your team
2. Narrative Counseling in the career setting
3. Students at risk of career indecision
4. Creating College-Going Cultures
5. Final reflection on using Comprehensive K-12 Career Development Programs to Close the Achievement/Educational/Career Gap
6. Course Evaluation/Feedback

**Reference List:**

1. American School Counselor Association (2005). *The ASCA national model: A framework for school counseling programs (2<sup>nd</sup> Ed.)*. Alexandria, VA: Author.
2. American School Counselor Association (2004). *The ASCA national model workbook*. Alexandria, VA: Author.
3. Bolles, R.N. & Christen, C. (2006). *What color is your parachute? For teens*. Ten Speed Press.
4. Galassi, J.P. & Akos, P. (2007). *Strengths-based school counseling*. New York, NY: Lawrence Erlbaum.

5. Gray, K.C. & Herr, E.L. (2006). *Other ways to win – Creating alternatives for high school graduates* (3<sup>rd</sup> ed). Thousand Oaks, CA: Corwin Press.
6. Lapan, R.T. (2004). *Career Development Across the K-16 Years – Bridging the Present to Satisfying and Successful Futures*. Alexandria, VA: American Counseling Association.
7. Mills, R. & Spittle, E. (2001) *The Wisdom Within*. Renton, WA: Lone Pine Publishing.
8. Rosengren, D.B. (2009) *Building Motivational Interviewing Skills*. New York, NY: Guilford press.
9. Winslade, J.M. & Monk, G.D. (2007). *Narrative counseling in schools – Powerful and brief* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.