

Seattle University 901 - 12th Avenue PO Box 222000 Seattle, WA 98122-1090

Department of Counseling and School Psychology Spring Quarter 2009

The College of Education's Organizing Theme:

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement

The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION:

COUN 516 Career Guidance for K-12 Schools 3 Credits Loyola 302 Tuesdays, 4:15-6:55

INSTRUCTOR INFORMATION:

Name: Chris Wood, PhD, NCSC

Office: Loyola 206 Office Hours: By appt.

Office Phone: (206) 296-5749 Email: woodc@seattleu.edu

TEXT AND MATERIALS:

Required:

Niles, S. G., & Harris-Bowlsbey, J. (2005). *Career development interventions in the 21st century* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc (Merrill Prentice-Hall).

Whitfield, E. A., Feller, R. & Wood, C. (2009). *A counselor's guide to career assessment instruments*. (5th ed.). Broken Arrow, OK: National Career Development Association.

Recommended:

American School Counselor Association. (2003). ASCA national model: A framework for school counseling programs. Alexandria, VA: American School Counselor Association.

Friedman, T. (2005). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus and Giroux.

Articles: (available on-line through SU Library)

Assigned articles/book chapters are posted on Angel: http://angel.seattleu.edu

Special issues - *Professional School Counseling*, June 2003 and February 2007.

COURSE DESCRIPTION:

This course covers career development theories, educational planning, career assessments, and sources of occupational information as especially relevant to the K-12 child. Course content addresses the role of the school counselor in developing a career development program in K-12 educational settings with emphasis on 1) identifying K-12 student career development needs, 2) designing strategies and systematic interventions to meet those career development needs, and 3) evaluating the efficacy of career development interventions and school counseling programs.

Course Rationale:

- <u>Conceptual Framework for School Counseling Program:</u> COUN 516 prepares students to show mastery of the following competencies for school counselors.
 - The school counselor can identify and utilize career development theories, career based software, and career instruments to assist clients with career counseling.
 - The student school counselor plans, implements and evaluates a comprehensive, developmental school counseling program.
 - The student school counselor conducts developmental guidance activities that promote academic success, self-sufficiency and responsible group involvement.
 - The student school counselor consults and collaborates to assist others in meeting needs of students with diverse learning styles through individual, small group, classroom and whole school approaches.
 - The student school counselor coordinates resources to maximize academic, career, personal, and social development of students.
 - The student school counselor conducts individual/small group counseling in schools to address emotional, physical and social barriers to learning.
 - The student school counselor assesses student abilities, aptitudes, achievements and interests.

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- o The student school counselor provides leadership and advocates to identify and confront inequities that create and/or sustain the achievement gap.
- o The student school counselor maintains professional standards for legal and ethical behavior specific to educational settings.
- Professional Standards: This course emphasizes knowledge and skills related to the following professional standards.
 - Council for Accreditation of Counseling & Related Educational Programs (CACREP)
 - Career and lifestyle development studies that provide an understanding of career development and related life factors.

II.K.4.

- a. career development theories and decision-making models;
- b. career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation:
- d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques that are relevant to career planning and decision making;
- g, technology-based career development applications and strategies, including computerassisted career guidance and information systems and appropriate world-wide web sites;
- h. career counseling processes, techniques, and resources, including those applicable to specific populations; and
- i. ethical and legal considerations.

CACREP School Counseling Program Standards

A. FOUNDATIONS OF SCHOOL COUNSELING

- 8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
- 9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices
- B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

- 3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development;
- 5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;

- 6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and
- C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS
 - 1. Program Development, Implementation, and Evaluation
 - d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
 - f. strategies for seeking and securing alternative funding for program expansion; and
 - 2. Counseling and Guidance
 - a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;
 - b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;
 - e. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);
 - National Board for Professional Teaching Standards (NBPTS)
 - School Counseling and Student Competencies
 - Human Growth and Development
 - Counseling Theories and Techniques
 - Equity, Fairness, and Diversity
 - Collaboration with Family and Community
 - Information Resources and Technology
 - Student Assessment
 - National Career Development Association (NCDA)
 - Career Development Theory
 - Individual/Group Assessment
 - Information Resources
 - Special Populations
 - Research/Evaluation
- Washington State WAC Required Knowledge and Skills. See pages 8-9 of this syllabus.

COURSE OBJECTIVES:

Upon successful completion of this course, students will be able to:

1) Assess the career development needs of students in K-12 settings. 2) Develop career interventions to meet the career development needs of students. 3) Design guidance lessons to help students meet career development competencies. 4) Systematically structure career development interventions/activities and guidance lessons into a structured career development program as part of comprehensive school counseling. 5) Evaluate the efficacy of career development interventions and programming.

COURSE INSTRUCTIONAL METHODS

The following methods will be used throughout the course: didactic instruction, guided web-based instruction, video, live demonstration, role playing, small group projects, student presentations, and structured group exercises. Most classes will follow this format/schedule:

- I. Review prior class material/Check-in re: questions (5-10 minutes)
- II. Didactic Instruction followed by structured exercise/small group discussion (45-60 minutes)
- III. Break (5-10 minutes)
- IV. Career Development Activity/Career Assessment Instrument (30-45 minutes)
- V. Activity Processing/Assessment Interpretation/Live Demonstration (30-45 Minutes)
- VI. Small Group Work (15-30 minutes)

COURSE REQUIREMENTS

- 1. Reading Quiz
- 2. Reading Reflection
- 3. Special Population Presentation
- 4. Research Summary
- 5. Career Assessment Case Study
- 6. Guidance Lesson
- 7. 'Conference' Presentation on Career Development Program
- 8. Attendance
- 9. Participation
- 1. <u>Reading Quizzes</u>. There will be two reading quizzes. The quiz will be based on the assigned reading for the week. Bonus questions will be based on materials posted on Angel.
- 2. <u>Reading Reflections.</u> There will be two brief papers written in class where students will be asked to reflect on the assigned reading.
- 3. Special Population Presentation. Groups of 5-7 will give a presentation on career development issues relative to a special population. Students will sign up for the special population topics by the second week of class. The presentation will be 10-15 minutes in length and will include a handout for students in the class. The handout should be a synopsis of the essential information on the chosen topic (with special emphasis on application in a K-12 setting) and include suggestions for using career assessments with the special population. Students should start with Niles & Harris-Bowlsbey Ch. 4 (Herr, Cramer, & Niles chapters 5 & 12 are also a resource as well) to develop their presentations and utilize the Kapes & Whitfield text as a resource for career assessments. Each presentation must utilize Microsoft Powerpoint and may utilize additional technology and/or audiovisual aids.
- 4. <u>Research Summary.</u> Students will find a research article and subsequently write a research summary. See the handouts "Requirements for Research Summary" and "Research Summary Grading Scheme" for additional information. Due April 22.
- 5. <u>Career Assessment Case Study.</u> Students are presented with a hypothetical 'case' and are required to suggest a career assessment (or career assessments) for use and articulate a rationale for using the suggested assessment. Due May 6th.

- 6. <u>Guidance Lessons.</u> Based on the competencies in the career domain of the ASCA National Model, the National Career Development Guidelines, and the results of the 'data' presented to their small group, students are to develop two developmentally sequenced guidance lessons. See the template for the guidance lesson. Due May 20.
- 7. <u>Student Planning Initiative/Navigation 101 'Grant' Application.</u> Students will prepare a draft of an application for funds to implement a student planning initiative (Navigation 101).
- 8. <u>'Conference' Presentation on Career Development Program.</u> Throughout this course, students will be walked through the process of designing, implementing, and evaluating a 'Career Guidance Program' for an educational setting. As the culminating project for the class, student groups of 4-5 are to present an 'overview' of their career development program as if they were making a presentation to colleagues at a professional conference. The program should be comprehensive in nature and developmentally appropriate for the given student population. The program content should be a practical application of learning from this course. The rationale for career development activities/interventions should be related to theory and supported by research findings. Students will create a handout that outlines the major components of the program. The major components should include at a minimum: 1) the career development guidance lesson, 2) career development activities suggested from chapters 10 or 11 of the text, 3) integration with the Nav101 curriculum, and 4) a clearly articulated plan for design, implementation, and evaluation. See Grading Rubric posted on Angel. Due June 3.
- 9. <u>Attendance</u>. Attendance is an essential component of this course. Students are expected to attend every class and notify the instructor in the event of an emergency that necessitates missing class. Students will lose 5 points for each 'missed' class.
- 10. <u>Participation.</u> Students are expected to complete all of the required career assessments and engage in all the experiential career development activities introduced throughout the course. Students will lose 5 points for each missed 'participation' activity.

GRADING WEIGHT

Assignment	Points	Percentage of total grade	
1) Reading Quiz	30	7.5%	
2) Reading Reflection	30	7.5%	
3) Special Population	40	10%	
Presentation			
4) Research Summary	20	5%	
5) Career Assessment Case	20	5%	
Study			
6) Guidance Lessons	50	12.5%	
7) Navigation 101 Grant	50	12.5%	
8) Career Development Program	100	25%	
9) Attendance	30	7.5%	
10) Participation	30	7.5%	
Total	400	100%	

GRADING SCALE

GRADING CRITERIA

** See grading schemes for assignments

SCHEDULE OF COURSE ACTIVITIES

Date	Topics →	CACRE P Standard (Topics)	Activity	Reading(s)	CACRE P Standard (Readings and Assignments)	Assignment(s) Due
3/31	Introduction to the course: The ABCD's Theory: Trait/Factor	II.K.4.a, d, g		Niles & Harris-Bowlsbey Ch. 1 Whitfield, Feller, & Wood, Ch. 1 Syllabus	II.K.4.a	
4/7	A: Assessing Needs – Establishing Goals Theory: Super	II.K.4.a, d, f, g, h Sch. Couns: C.1.d, C.2.a, e	WOIS, Vocopher: CDI, CMI	Niles & Harris-Bowlsbey Ch. 6 Whitfield, Feller, & Wood, Ch. 2	II.K.4.a, f Sch. Couns: A.8	CCDS, CDI
4/14	Theory: Circumspection Theory: Holland	II.K.4.a, f, g, h Sch. Couns: C.2.a.	SDS; EzAnalyze	Niles & Harris-Bowlsbey Ch. 2 & 3 Whitfield, Feller, & Wood,, Ch. 3	II.K.4.a, d Sch. Couns: A.9	SDS
4/21	B: Beneficial Interventions/Program ming Theory: CASVE	II.K.4.a, c, d, f Sch. Couns: B.6, C.2.a	Work Genogram	Niles & Harris-Bowlsbey Ch. 4 Whitfield, Feller, & Wood, Ch. 4	II.K.4.c, f Sch. Couns: B.5	Research Summary
4/28	Special Population(s) Presentations	II.K.4.d, f, h Sch. Couns: A.8, C.2.a	Card Sorts	Niles & Harris-Bowlsbey Ch. 9 Whitfield, Feller, & Wood, Ch. 7	II.K.4.d, f, h Sch. Couns: A.8	Special Population(s) Handout
5/5	Career Assessments & Program Planning	II.K.4.c, e, f Sch. Couns: B.3,6	Keirsey, MBTI	Niles & Harris-Bowlsbey Ch. 5 Whitfield, Feller, & Wood, Ch. 5 & 6	II.K.4.c, e Sch. Couns: A.9, B.3	Career Assessment Case Study Keirsey
5/12	1) Career Development in Elementary School 2) C: Curriculum (Guidance Lessons & Career Information)	II.K.4.b, g Sch. Couns: C.2.b, e	O*NET	Niles & Harris-Bowlsbey 7 & 10 Wood & Kaszubowski: <i>ESJ</i> article	II.K.4.b, g Sch. Couns: A.9, B.3, 6	
5/19	 Career Development in Secondary School Structuring career development interventions & programs 	II.K.4.c, e Sch. Couns: B.3, 5, C.2.b, e		Niles & Harris-Bowlsbey Ch. 11 Dykeman, et. al: <i>PSC</i> article	II.K.4.c, e Sch. Couns: B.3, 6, C.2.b	Guidance Lesson
5/26	D: Determining Effectiveness, Deciding on Next Steps	II.K.4.i Sch. Couns: B.6, C.2.e	EzAnalyze	Niles & Harris-Bowlsbey Ch. 15 Wood – "Outcome Based Assessment of Career Development in Schools"	II.K.4.i Sch. Couns: A.9, B.6, C.1.f	Nav101 Grant Proposal
6/2	Interview Strategies Conference Presentation(s)	II.K.4.h, Sch. Couns: C.2.a	Programs	Wood & Daniels chapter	II.K.4.h, Sch. Couns: C.2.a	Student Evaluation of Course

NOTICE TO STUDENTS CONCERNING DISABILITIES:

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, chronic health problem, or mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE TO STUDENTS CONCERNING SEATTLE UNIVERSITY'S ACADEMIC HONESTY POLICY, WHICH INCLUDES THE ISSUE OF PLAGIARISM:

The new (January 5, 2004) Academic Honesty Policy of the university is available in the Seattle University **Student Handbook** and online at http://www.seattleu.edu/policies/.

COLLEGE OF EDUCATION FAIR PROCESS POLICY:

http://www.seattleu.edu/coe/policies.asp

CODES OF ETHICS:

All students in the counseling programs are expected to read, understand, and follow the codes of ethics from the following professional organizations, available at the following websites.

American Counseling Association:

http://www.counseling.org/Content/NavigationMenu/RESOURCES/ETHICS/ACA_Ethics.pdf

American School Counselor Association:

http://www.schoolcounselor.org/content.asp?contentid=173

The National Board for Certified Counselors:

http://www.nbcc.org/depts/ethicsmain.htm

WASHINGTON ADMINISTRATIVE CODE:

COUN 512 emphasizes the following standards for ESA School Counselors:

School Counseling and Student Competencies: Certified school counselors integrate academic, career, and personal/social student competencies, including Washington state learning goals and essential academic learning requirements, into the school counseling program; teach counseling and guidance related material by using effective curriculum, instructional strategies, and instructional management; support teachers and parents in helping students develop knowledge and skills for learning, living, and working; and provide information about best practices to a school community.

<u>Human Growth and Development:</u> Certified school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well being, and to enhance resiliency; provide guidance to parents and teachers about developmentally appropriate practices that support students throughout their schooling experience.

<u>Counseling Theories and Technique:</u> Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

<u>Equity, Fairness, and Diversity:</u> Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help close achievement gaps among sub-groups of students.

<u>Collaboration with School Staff, Family, and Community:</u> Certified school counselors work collaboratively with school staff, families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

<u>Information Resources and Technology:</u> Certified school counselors select and use informational resources and technology to facilitate delivery of a comprehensive school counseling program that meets student needs; and skillfully use technology to enhance communication.

<u>Student Assessment and Program Evaluation:</u> Certified school counselors understand the basic principles and purposes of assessment, as well as the collection and use of data; regularly monitor student progress and are able to communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

BIBLIOGRAPHY:

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- Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2005). *Essential elements of career counseling: Processes and techniques*. Upper Saddle River, NJ: Pearson.
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- Carter, R. T., Scales, J. E., Juby, H. L., Collins, N. M., & Wan, C. M. (2003). Seeking career services on campus: Racial differences in referral, process, and outcome. *Journal of Career Assessment*, 11, 393-404.
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Websites

http://angel.seattleu.edu (ANGEL - course management tool)

www.wa-schoolcounselor.org (Washington School Counselor Association)

www.counseling.org (American Counseling Association)

www.schoolcounselor.org (American School Counselor Association)

www.k12.wa.us (Office of the Superintendent of Public Instruction)

www.ed.gov (U. S. Department of Education)

www.edtrust.org (The Education Trust)

www.exanalyze.com (EzAnalyze Excel add-in)

www.ascd.org (Association for Supervision and Curriculum Development)

www.mhreferral.com/ticklefish/ticklefish.ph3

www.nea.org (National Education Association)

www.nacac.com (National Association for College Admission Counseling)

www.k12.wa.us/navigation101 Navigation 101 website

www.navigation101.blogspot.com Navigation 101 blog

www.nbpts.org (National Board for Professional Teaching Standards)

http://nces.ed.gov (National Center for Education Statistics)

www.scholasticregistry.com (Scholastic Registry)

www.suicidology.org

www.accesseric.org (ERIC: Educational Research Information Center)

www.allkidsgrieve.org (Grief and Loss strategies and curriculum)

www.activelearning.org (Active Learning)

www.collegelink.com/clnk/scholoarship/

www.fastweb.com (information on 60,000 scholarships)

www.scholarships.com

www.srnexpress.com/schfaq.htm (Scholarship Resource Network Express)

http://www.acrnetwork.org/careerdevelopment.htm (America's Career Resource Network)

http://www.acrnetwork.org/ncdg/ncdg ad co.htm (National Career Development Guidelines)