

THE UNIVERSITY OF LETHBRIDGE  
FACULTY OF EDUCATION  
**ED 5708 – Career Counselling**  
Fall 2014  
Course Syllabus  
Wednesdays, 1:00-3:50  
Room: TH 177

**Instructor:** James Sanders, PhD, RPsych  
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**Course Description:**

Major career theories, and core career counselling processes of meaningful client engagement, exploration of potential, decision strategies, preparation and implementation strategies. Occupational information sources, computer-based career programs and services, and career guidance programs are evaluated from the context of theory and core career counselling processes.

This course is designed to provide students with an understanding of the theory and process of career counselling. The introduction to the course focuses on the theoretical foundations of career development followed by the integration of career theory within the 5 core processes of career counselling. Topics in this section of the course include meaningful client engagement, exploration of potential, decision strategies, preparation, and implementation strategies. Students will apply theoretical constructs in skill development and career counselling with diverse populations will be explored.

**Course Objectives:**

Upon completing this course, students will:

- Describe core theoretical constructs of career developmental theory
- Describe a process-based approach to career counselling
- Demonstrate effective intervention techniques with clients
- Apply career development principles in diverse populations

**Required Text:**

Magnusson, K. C. (1992). *Career counseling techniques*. Edmonton, AB.: Life-Role Development Group.

**On Reserve:**

Capuzzi, D. & Stauffer, M.D. (2012). *Career counseling foundations, perspectives, and applications*, 2<sup>nd</sup> Ed. New York: Taylor & Francis

Duggan, M. H., & Jurgens, J. C. (2007). *Career Interventions and Techniques. A complete guide for human service professionals*. Toronto: Pearson.

## Additional Resources:

- Alberta Advanced Education and Career Development (1996). *Radical change in the world of work: The Workbook*. Edmonton, AB.: Author.
- Amundson, N. E. (2003). *Active engagement: Enhancing the career counselling process* (2<sup>nd</sup> ed). Richmond, BC: Ergon Press.
- Amundson, N.E., Harris-Bowlsbey, J. & Niles, S. (2014). *Essential elements of career counseling* (3<sup>rd</sup> ed). Upper Saddle River, New Jersey: Pearson.
- Brown, D. (2012). *Career information, career counseling, and career development* (10<sup>th</sup> ed). Boston: Pearson.
- Niles, S.G. & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21<sup>st</sup> century* (4<sup>th</sup> ed). Upper Saddle River, New Jersey: Pearson.
- Zunker, V. G. (2006). *Career Counseling: A Holistic Approach* (7th ed.). Monterey, CA: Brooks/Cole.

The Counsellors' Resource Centre has posted a series of articles that directly address the Canadian Career Development scene. In particular, see a series of provincial summaries prepared for the Symposium in 2003, and a series of 20 "Food for Thought" articles. All are available for free download at:

[http://www.crcCanada.org/crc/symposium2/nav.cfm?s=documents&p=doclists2&l=e&main\\_catid=152](http://www.crcCanada.org/crc/symposium2/nav.cfm?s=documents&p=doclists2&l=e&main_catid=152)

## Summary of Assignments:

<u>Description:</u>	<u>Due Date:</u>	<u>% of Grade:</u>
1. Facilitated discussion	Variable	35%
2. Online responses to facilitated discussion	Variable	15%
3. Process demonstration in class - Process demonstration write-up with case notes	Nov 19 Nov 26	35%
4. Self-evaluation	Dec 1	15%

Late Penalty: Unless prior permission is obtained from the instructor, a penalty of 5% per day late will be applied to assignments submitted after the due date. Written physician notes will be required for waiver of this penalty.

## Description of Assignments:

### 1. Facilitated discussion (35%)

To integrate career counselling theories covered in the course, students will lead a 40-45 minute class discussion on career development issues with diverse populations. In their discussions, students should speak to a) content, b) applications (i.e. case scenarios), and c) critical analyses. Students are encouraged to develop strong discussion questions to encourage input and debate from class members.

Sample topics and resources will be available for students to choose from, and other topics may be determined upon consultation with the course instructor. Dates for facilitated discussions will be determined in class.

## **2. Online responses to facilitated discussion (15%)**

For this assignment, students will provide detailed, descriptive, and non-evaluative feedback to five (5) peers on their facilitated discussions. Responses will be facilitated through Moodle.

## **3. Process demonstration and self-analysis (35%)**

This assignment provides students the opportunity to demonstrate counselling skills in the context of a career counseling case scenario. Students will form pairs and interview each other, identifying and addressing career-related concerns. Students are encouraged to utilize their own preferred theoretical approaches (i.e. theories identified in the course and/or the student's eclectic approach) and unique processes in the demonstration. Students will record their interviews to inform the development of their virtual case notes. Students will then analyze their integration of career development theories and processes, provide additional reflections, and evaluate their own performance.

Case notes will include:

- A case summary and identification of career-related concern **(12 marks)**
- Analysis of the demonstration in terms of theoretical approach(es) used, using specific examples from the interview **(15 marks)**
- Additional reflections **(8 marks)**
- Recommendation of grade for this component of the course with justification

## **4. Self-evaluation (15%)**

The purpose of this assignment is for students to provide a self-evaluation of their work in this course. The self-evaluation will include a demonstration of student participation and engagement in the course, and an evaluative discussion of the quality of this participation and engagement. The self-evaluation will also include a reflection on the student's experience with the course process, and how this impacted their learning in the course. Criteria for grading:

- Demonstration of participation and engagement
- Quality of participation and engagement in enhancing the learning environment
- Reflection of course process and learning
- Comprehensiveness and accuracy of the self-evaluation.
- Recommendation for a grade for this component of the course.

### **Plagiarism Statement:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

## Grading Breakdown

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

### Accommodations for Students with a Disability:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least \*two weeks\* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.