

**COURSE SYLLABUS COVER SHEET**  
 Lewis & Clark College  
 Graduate School of Education and Counseling

*Please attach completed cover sheet to course syllabus.*

**Course Name** **Career Dev and Consult**

<b>Course Number</b>	<b>SCED 503</b>
<b>Term</b>	<b>Spring 2016</b>
<b>Department</b>	<b>Educational Leadership—School Counseling</b>
<b>Faculty Name</b>	<b>Pedersen</b>

**Catalogue Description:**

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:**

*(please fill in which class meeting or assignment addresses each principle or standard)*

[TSPC OAR 584-018-0305: CACREP SCED Std. G4] CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors. <i>Class meeting(s) or assignment(s) addressing this standard: Class meeting 2 and Assignment 1</i>
[TSPC OAR 584-018-0305 (1)] Foundations: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: All class meetings and Assignment 1B</i>
[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 1A</i>
[TSPC OAR 584-018-0305 (3)] Diversity and Advocacy: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 2</i>
[TSPC OAR 584-018-0305 (4)] Assessment: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 2</i>
[TSPC OAR 584-018-0305 (4)] Assessment: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Class meeting 4</i>
[TSPC OAR 584-018-0305 (5)] Research and Evaluation: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Class meeting 4 and Assignment 2</i>
[TSPC OAR 584-018-0305 (6)] Academic Development: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: All class meetings and Assignment 1B, 2</i>
[TSPC OAR 584-018-0305 (6)] Academic Development: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Class meeting 4 and 6 , Assignment 1A, 2</i>

[TSPC OAR 584-018-0305 (7)] Collaboration and Consultation: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: All class meetings</i>
[TSPC OAR 584-018-0305 (8)] Leadership: (a) Knowledge. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 2</i>
[TSPC OAR 584-018-0305 (8)] Leadership: (b) Skills and Practices. <i>Class meeting(s) or assignment(s) addressing this standard: Class meeting 6</i>
[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: Assignment 1A and 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: All class meetings</i>
[GSEC GP 3] Professional Practice: Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 1A and Assignment 2</i>
[GSEC GP 5] Professional and Technological Resources: Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being. <i>Class meeting(s) or assignment(s) addressing this standard: Assignment 1A and Class meeting 2 and 4</i>
[GSEC GP 6] Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities. <i>Class meeting(s) or assignment(s) addressing this standard: Class meeting 2, 4 and 6</i>
[GSEC GP 8] Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being. <i>Class meeting(s) or assignment(s) addressing this standard: All class meetings</i>
[GSEC GP 9] Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession[s]. <i>Class meeting(s) or assignment(s) addressing this standard: All course assignments</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.	<b>R</b>
<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) 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 2016**

Instructor: Laura Pedersen, PhD  
Room: Rogers Hall 309  
Phone: 503-768-6144  
Email: [laura@lclark.edu](mailto:laura@lclark.edu)

**Required Text:**

Curry, J. & Milsom, A. (2014). *Career Counseling in P-12 Schools*. New York, NY: Springer Publishing Company.

Additional readings, resources, websites, and activities will be retrieved from Lewis and Clark Watzek Library databases or provided in class.

**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; and,
3. Completion of three written assignments (required due dates and details of each assignment 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.

**Points assigned to each element included in the final assignment of your grade:**

1. Participation-10%
2. Assignment 1 Part A-25%
3. Assignment 1 Part B-25%
4. Assignment 2 -40%

**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 22, 23:**

1. Curry & Milsom Chapters 1, 2, and 4
2. Retrieve from Watzek Library databases:  
Conley, D. T., & McGaughy, C. (2012). College and Career Readiness: Same or Different?. *Educational Leadership*, 69(7), 28-34.

##### **Friday, January 22: 5:30 to 8:30 p.m.**

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

##### **Saturday, January 23: 8:30 a.m. to 4:30 p.m.**

1. Counseling Theories for School-Based Career Counseling
2. Oregon Career Information System
3. Team-Formation and Team Decisions regarding Assignment 1 Part A and B
4. Using Comprehensive Career Development to close the Achievement/Education/Career Gap

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

**Reading Assignment for February 19, 20:**

1. Curry and Milsom Chapters 8, 10, 13 & 14
2. Retrieve from Watzek Library databases:  
Gysbers, N. C. (2013). Career-ready students: A goal of comprehensive school counseling programs. *The Career Development Quarterly*, 61, 283-288.  
Radcliffe R. A. & Bos B. (2013). Strategies to Prepare Middle School and High School Students for College and Career Readiness. *The Clearing House*, 86, 136-141.

**Friday, February 19: 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
3. Career counseling programs for elementary schools

**Saturday, February 20: 8:30 a.m. to 4:30 p.m.**

1. Sharing Comprehensive Career Development Lesson Plans
2. Career counseling programs for Middle and High schools
3. Career Theory Presentations to teams
4. Questions about school-based career counseling theory

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

**Reading Assignment for March 11 ,12:**

1. Curry and Milsom Chapter 3
2. Retrieve from Watzek Library databases:  
Rothman, R. (2012). A Common Core of Readiness. *Educational Leadership*, 69(7), 10-15.

**Friday, March 11: 5:30 to 8:30 p.m.**

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

**Saturday, March 12: 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. Closing activity
7. Course evaluations