



**THE UNIVERSITY OF SOUTH DAKOTA
Division of Counseling and Psychology in Education**

<i>COUN 705: Career Development for Human Resource Professionals Fall 2009</i>	
<i>Instructor:</i> Gerta Bardhoshi, Ms.Ed.	
<i>Format:</i> Online (D2L)	<i>Virtual Hours:</i> As arranged
<i>Telephone:</i> (605) 290-1226	<i>Email:</i> Gerta.Bardhoshi@usd.edu

I. COURSE DESCRIPTION

The purpose of this course is to provide an overview of career and lifespan development theories and skills, including how personal growth and life stages impact individuals and society. Emphasis is on understanding career and job choices and personal strategies for career decision-making. This course is designed for noncounseling majors.

II. RATIONALE

The *USD Reflective Decision Making* model for preparing professional educators and administrators provides the framework supporting the School of Education professional programs. Reflective professional educators and administrators are skilled practitioners whose practice and decisions integrate theory, research, and experiential wisdom. Reflective decision making engages professionals in cycles of thought and action which arise from and embody the knowledge-to-date of the profession.

**III. TEXTBOOKS AND TECHNOLOGY
Required Texts & Web Resources**

- Dugan, M. H. & Jurgens, J.C. (2007). Career interventions and techniques: A complete guide for human service professionals. Pearson Education, Inc. ISBN: 0205452388.

IV. COURSE OBJECTIVES

The student will be able to:

- Describe the general history, current trends, and future projections of the world of work in the United States.
- Define theoretical and popular terms used to describe the world of work and life span development.
- Describe theories used to give perspective to career and life span development.
- List and clarify personal qualities related to job and career satisfaction.
- Assess one's self in terms of interests, values, attitudes, skills, and self-efficacy as related to the job market.
- Explain how family and cultural roots influence job choice and satisfaction.
- Identify career resources that can be useful in a job search and career exploration.
- Match personality traits to job and career environments.
- Identify possible job and career interests.
- List and describe decision-making styles related to job choice.
- Identify tentative job and career choices and goals.
- List the characteristics of an effective resume.
- Tell how one might act in an effective job interview and anticipate key questions.
- Describe the process of choosing and changing college majors.

- Discuss gender, diversity, and disability issues in the workplace.
- Give examples of relationship issues that impact the workplace and career development.
- Identify significant transitions in life span and career development.
- Cite personal rights and government regulations that influence the workplace.
- Discuss how computer technology has impacted job opportunities, communications, and relationships.
- Describe the value of resilience and flexibility as applied to career development.
- Compare and contrast life development stages with job and career stages.
- Identify ways to manage job stress and burnout.
- Explain how stereotyping is related to career opportunities.
- Discuss the ways in which positive uncertainty, serendipity, lost potentialities and risk-taking can affect career development.

V. METHODS OF ASSESSMENT AND CRITERIA FOR GRADING

1. **Career Journey** (30 points) See calendar for due date
The purpose of this assignment is to provide an avenue for you to reflect upon your career choices and experiences that have lead you to this point. This assignment should also reflect your future career goals and aspirations. A more thorough description of the assignment is posted on D2L.
2. **Personal Career Development Paper** (30 points) See calendar for due date.
This experiment tests the utility and effectiveness of using personally selected and applied career development theory or theories and their associated techniques for personal growth and development. The purpose is to recognize your own career development needs, as well as chose interventions and assessments appropriate to your case in order to facilitate professional growth. A more thorough description of the assignment is posted on D2L.
3. **Text Discussions and Responses** (10 points each—7 points for initial posting; 3 points for follow up posts) See calendar for due date.
This assignment requires you to answer the assigned discussion questions by the due date. These questions ask you to integrate, analyze and/or evaluate various reading materials. Additionally, you will need to respond to the other learners in your small group regarding their responses to the discussions. **These are fundamentally essay test questions.** Initial postings should be several paragraphs in length.

Grading Scale

Grades are determined based upon the following scale.

A = 93—100 percent

B = 86—92 percent

C = 80—85 percent

Grading Standards

The grade for this course will be based upon the instructor's judgment regarding the quality of your performance on the overall standards below.

Standard	95 to 100% Professional Excellence	85 to 94% Professional Quality	75 to 84% Unsatisfactory	74% & below Unacceptable
Timeliness	Assignment is completed & turned on the due date.	Assignment is completed & turned on the due date	Assignment is completed & turned in on the due date	Assignments is submitted after the due date.
Thoroughness	Attention is paid to all aspects of the assignment.	Attention is paid to almost every aspect of the required assignment. Only minor oversights evident.	Attention is paid to some aspects of the required assignment. A few major oversights evident.	Little attention paid to the required assignment. Many major oversights evident.
Thoughtfulness	Assignment shows a high degree of thoughtfulness about the topic evidenced by novel thinking. Implications and multiple perspectives are considered. Work is marked by "suprisingness."	Assignment shows solid evidence of thoughtfulness about the topic. Implications and/or multiple perspectives are considered.	Assignment shows a modest degree of thoughtfulness about the topic evidenced by concreteness. Obvious implications or multiple perspectives are considered.	Assignment shows sparse evidence of thoughtfulness about the topic. Little evidence of critical thinking about implications and/or multiple perspectives.
Professional Level Quality	Assignments are well organized, understandable clearly presented, concise, and grammatically correct. The writer or speaker exhibits a distinctive professional voice.	Assignments are well organized, understandable and clearly presented, concise, and grammatically correct.	Assignment is marginally organized, reasonably understandable, presented adequately, fairly concise, and mostly grammatically correct.	Assignment is inadequately organized, not easily understood, hard to follow, either too wordy or spare, and grammatically incorrect.

VI. INSTRUCTIONAL METHODS AND ACTIVITIES

Instruction

This course utilizes self-regulated learning, collaborative learning with peers/instructor, and guided learning activities. D2L will be our primary vehicle of communication and collaborative learning, as well as source for related course materials and resources. Naturally, I expect that you will thoroughly read, understand, and be able to apply key ideas from the text. All assignments require that you demonstrate and apply principles found in the text.

Course Workload

This is a graduate level course. My guess is that most of you enrolled in the course have multiple, important responsibilities. In my design of this on-line course, I kept both of these factors in mind and created projects that would enhance the personalization of learning on a relatively individual time schedule. I selected texts that are accessible, if not enjoyable.

I designed the course without knowing your unique learning style and habits of studying. Therefore, any estimates about how much time will be involved and the amount of effort needed to benefit from this course, is just a guess on my part. Typically, I estimate that you will spend approximately three hours on-line (with the instructor and/or peers) and an additional five to seven hours preparing readings and completing assignments. That is a total of 8 - 10 hours per week. If you already have considerable background in this area, you may spend a somewhat less time; however, if all of the information is new to you, then I am guessing that you may spend more time.

Class and D2L Communication

Remember you are free to contact me through email *within the D2L system* with any questions or thoughts you have about the course and its organization. Refer technical problems to D2L support personnel.

VII. CLASS POLICIES AND TENTATIVE CALENDAR

Informed Participation

Learners will be prepared to actively participate in class discussions and activities, including group work. Participation assumes that the learner has read the material before class, has done related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and other's learning. The instructor reserves the right to reduce a learner's grade for consistent lack of informed participation.

Course Requirements

Learners will satisfactorily complete all course requirements. Completion of assignments are ABSOLUTE REQUIREMENTS. My policy is that assignments will be turned in by the date listed in the syllabus. The following guidelines also apply:

- 1.) **D2L.** You must log onto D2L sometime during the first week of class (preferably on January XX). USD Continuing Education will be monitoring these log ins and this initial log in will serve as verification that you have enrolled in the class.

- 2.) **Late Assignments.** Late work will not be accepted. If weekly completion of assignments may be a problem, please discuss your situation with your instructor before the problem occurs. Reduction of the student's grade will occur for not participating in the chat room or discussion board at the assigned times. In addition, ethical, professional, and respectful

behavior toward others and cases discussed is an expectation at all times. **Any activities missed are the responsibility of the student.**

3.) **Make-up work.** Under special circumstance and with prior approval from the instructor, make-up work is possible. When considering such requests, the instructor may require appropriate documentation, e.g., a physician's note. All make-up tests and work will be completed within one week of approval. Make-up work, when approved, may be subject to a grade reduction.

If you wish assistance in writing, consult the Writing Center, located in the English Department. Additional assistance is available from the internet websites

- Guide to Writing & Grammar (<http://ccc.comnet.edu/grammar/>)

Special Needs and Student with Disabilities

The University of South Dakota recognizes its responsibility to create an institutional climate where students with disabilities can thrive. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and **Director of the Office of Disability Services, (Service Center 119; 677-6389)** as early as possible in the semester. Before a student receives special services (e.g., extended exam time), the instructor must receive official verification through the Office of Disability Services.



VII. Supplemental Books as References (not required):

Carter, C. & Izumo, G. (2001). *The Career Tool Kit: Skills for Success*. Upper Saddle River, NJ: Prentice Hall.

Ducat, D. (2002). *Turning Points: Career Decision-Making Guide*. Upper Saddle River, N.J: Prentice Hall.

Gibson, R.L. & M.H. Mitchell (2006). *Introduction to career counseling for the 21st century*. Upper Saddle River, N.J. Pearson Education, Inc.

Herr, E.L, Cramer, S.H. & Niles, S.G. (2004) *Career Guidance and Counseling Through the Lifespan: Systematic Approaches*. Boston: Pearson Education, Inc.

Sharf, R. (2002). *Applying Career Development Theory to Counseling*. Pacific Grove, CA: Brooks/Cole.

Sukiennik, D., Bendat, W. & Raufman, L. (2001). *The Career Fitness Program*. Upper Saddle River, NJ: Prentice Hall.

Representative Publications and Information (Websites):

U.S. Department of Labor
<http://www.dol.gov/>

U.S. Bureau of Labor Statistics
<http://www.bls.gov/>

Occupational Outlook Quarterly
<http://www.bls.gov/opub/ooq/ooqhome.htm>

National Career Development Association
<http://ncda.org/>

TENTATIVE Course Schedule, Reading, and Assignments

Introductions - Week of August 31

Assignment: Read Essay and Discussion Guidelines under the News portion and post a brief student biography on discussion board.

Module 1 - Week of September 7

Assignment: Read Chapter 1, Career Development: A lifelong challenge. Post discussion Responses.

Module 2 - Week of September 14

Assignment: Read Chapters 2, Theories of Career Development. Post Discussion Responses.

Module 3 - Week of September 21

Assignment: Read Chapter 3, Gathering Client Information: Career Related Assessments **and** Chapter 4, Career Information Sources and Resources. Post Discussion Responses.

Module 4 - Week of September 28

Assignment: Read Chapter 5, Initiating an Employment Campaign **and** Chapter 6, Career Intervention Program Planning, Implementation, and Evaluation. Post Discussion Responses.

Module 5: Week of October 5

Assignment: Read Chapter 7, Single Parents and Displaced Homemakers. Post Discussion Responses.

Assignment: Career Journey Due

Module 7: Week of October 12

Assignment: Read Chapter 8, Welfare-to-Work clients. Post Discussion Responses

Week of October 19

Assignment: Read Chapter 9, The Working Poor. Post Discussion Responses

Module 8: Week of October 26

Assignment: Read Chapter 11, Displaced or Dislocated Workers. Post Discussion Responses.

Module 9: Week of November 2

Assignment: Read Chapter 13, Older Workers. Post Discussion Responses

Module 10: Week of November 9

Assignment: Read Chapter 14, Offenders and Ex-Offenders. Post Discussion Responses.

Module 11: Week of November 16

Assignment: Read Chapter 15, People with Physical and/or Mental Disabilities. Post Discussion Responses.

Module 12: Week of November 23

Assignment: Read Chapter 18, The Newly Immigrated Population. Post Discussion Responses

Week of November 30

Assignment: Read Chapter 19, Ethical Issues. Post Discussion Responses

Week of December 7

Assignment: Read Chapter 20, Workplace Issues. Post Discussion Responses

Week of December 14

Assignment: Personal Career Development Paper Due