

**NOVA SOUTHEASTERN UNIVERSITY
CENTER FOR PSYCHOLOGICAL STUDIES**

Course Outline

Course # & Title: CGPY 510 - Career Development

Credit Hours: 3

Location/Section: Orlando/OG2

Dates: June 6, 7, 8, 2008
June 27, 28, 29, 2008

Class Meeting Times: Fridays 6:00 PM - 10:00 PM
Saturdays 8:30 AM - 6:00 PM
Sundays 8:30 AM - 5:30 PM

Instructor: John A. Crocitto, Ed.D.
4732 Warrington Drive
Orlando, FL 32826
407-384-2933 (Please call before 9:00 P.M.)

Edgewater High School
3100 Edgewater Drive
Orlando, FL 32804-3798
Office: 407-835-4900, Ext. 2319

Required Text:

Zunker, Vernon G. (2006). Career Counseling: A Holistic Approach (7th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. ISBN 0-534-64017-6

Osborn, Debra S. & Zunker, Vernon G. (2006). Using Assessment Results for Career Development (7th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. ISBN 0-534-63279-3

Course Description:

Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

Course Objectives:

- A. Know the major theories of career development and explicate the essence of at least three of these theories.
- B. Describe in detail your personal view of career theory.
- C. Define the role of the counselor in career education/development in a school, agency, or business environment.
- D. Describe career development as a life long process.
- E. Define basic concepts associated with the world of work; e.g., values and job satisfaction.
- F. Understand the career development needs and problems unique to socioeconomic group, age, gender, race/ethnicity, and disability.
- G. Explain the relationship of educational attainment to occupational advantage in America Society.
- H. Understand career assessment methods specifically designed to enhance career counseling.
- I. Demonstrate facility with career information resources and their linkage to assessment instruments and counseling interventions.
- J. Become knowledgeable about computer-assisted career guidance approaches.
- K. Evaluate career materials.
- L. Develop appropriate strategies to assist students to develop employment skills.
- M. Demonstrate knowledge of the ways to organize a school career resource center.
- N. Describe and explain the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook (OOH).

Note: To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

Description of Written Assignments:

- A. A personal list of goals you have to achieve from this course. This is to be completed and submitted during the first class session.
- B. Satisfactory completion of the mid-term examination or participate in a group skit that describes one of the career theories studied.
- C. Participation in a Career/Life Planning Workshop. This will be conducted on Saturday of the second weekend.
- D. Passing grade on the final examination.
- E. Autobiography: (Length not to exceed 15 pages typed, double spaced.)

1. Career Development

Give a description of your career development from birth to present. Include personal events, family influenced, and paid and unpaid experiences.

2. Gender Role Influences

Describe how your career development has been influenced by your gender. Your discussion may include references to the professional literature, family models, early parent messages, etc.

3. Significant Work Experience

Select two significant work experiences, and for each:

- a. Describe the physical and psychological work setting.
- b. State your responsibilities. Write exactly what you did. Focus on the skills you exhibited.
- c. Describe any of your personal or professional contributions or significant achievements.
- d. Comment on the values or influences which you believe shaped your choice of that occupation.

4. Most Important Skills

Considering your "natural" and learned talents, identify the top skills which you presently possess. For each skill, describe how you know it to be effective. You may want to use Bolles' Quick Job Hunting Map or similar instrument for identifying your transferable skills.

5. Theoretical Application

Develop your career development theory. Explicate how and why it assists individuals select a career. Provide a brief explanation of your rationale for your theory.

F. Resume

Submit a resume.

Having surveyed your past experiences, values, skills, successes and satisfactions, develop a one or two page resume appropriate to submit with a future job application. Identify the desired position for which the resume will be directed.

Calendar of Assignments:

Prior to first weekend, read both texts.

Each student is expected to read and be familiar with the material prior to its presentation in class. This will enhance your understanding and facilitate class discussion. Each member is expected to be an active, insightful, and contributory participant.

Grading Criteria:

Class Participation and Initiation.....	15%
Mid Term Project.....	20%
Autobiography	30%
Resume.....	15%
Final Examination.....	20%

Graduate students are expected to take a proactive role in their learning. As such it is assumed each student will spend a **minimum of 2 – 3 hours** of outside reading / research / for every hour of classroom instruction.

Grades are based on the following criteria:

Minimum Requirements:

Products (papers, projects, etc.) must be on time, in the correct format for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in classroom discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of “B”): Professional Achievement

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations, and or papers, should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject / topic through applications of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject / topic of discussion.

Mastery Level Plus (Grade of “A”): *Creative Achievement*

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examinations, and or papers, responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject / topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Instructor’s Goals:

The professor has five goals for this class which will be elaborated on during the first night.

1. Practical (A.M. - P.M. rule)
2. Collegial atmosphere
3. Availability
4. Learn new skills
5. Have fun while learning

References

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23. Super, D.E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice*, pp. 197-261. San Francisco: Jossey-Bass.
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