Rehab 613: Vocational Development and Career Information

GENERAL INFORMATION:
Instructor:
Email:
Office Hours:

CLASS LOCATION/TIME:
Location: class meets online through Blackboard for one hour per week

Dates/Times:

Course Description:
The vocational development component of the course concentrates on the theories of Roe, Holland, Ginzberg, Super, and Tiedeman. The career information component, a major emphasis, directs the student to locate and use sources of educational-vocational information. These sources will include but not be limited to the Dictionary of Occupational Titles, the Occupational Outlook Handbook, the Guide to Occupational Exploration, information on local labor markets and on military careers, occupation-education information, college and vocational school guides and catalogues.

Course Objectives:
The objectives of this course are:
1. Students will acquire an understanding of the meaning of work and work adjustment.
2. Students will acquire an understanding of the major theories of career development.
3. Students will acquire an understanding of the major approaches to career decision-making.
4. Students will acquire an understanding of diversity considerations in career development and career counseling, including issues of gender, ethnicity, disability, and age.
5. Students will develop a beginning competency in acquiring, evaluating, and disseminating career and occupational information.
6. Students will acquire a basic understanding of career assessment approaches and instruments.
7. Students will gain a beginning familiarity with the use of technology in career practice.
8. Students will develop introductory level skills and strategies to assist individuals to make occupational and educational decisions and plans related to career objectives.
9. Students will develop beginning competency in career programming.
10. Students will acquire an understanding of ethical considerations in career practice.
11. Students will formulate a personally relevant, effective model for assisting clients in their area of specialization (e.g., school counseling, rehabilitation counseling, mental health counseling) with work adjustment and career issues.

Required Text
Note Please check with instructor before purchasing the text

Method of Instruction:
Readings, lectures, chats, and online investigation. Note: The weekly session notes should be read before doing the assigned reading for that week

Course Assessments:
A. Career Autobiography (5 points).
You are to prepare a career autobiography, using the following outline. Give a history of your career development, including each of the eight categories indicated in the following outline.

B. Work Adjustment Theories (10 points).
Pick the best job and the worst job you ever had. Analyze one of them using TWA (satisfactoriness and satisfaction) and analyze the other one using Hershenson’s Developmental Model of Work Adjustment (work role behavior + task performance + worker satisfaction). Indicate which model worked better for you and your reasons for this conclusion.

C. Applying CD Theories I (15 points).
For each of the six career development theories indicated below, (a) list and explain the major constructs of the theory; and (b) indicate how that theory fits, or why it fails to fit, your history (as given in Assignment A).

D. Applying CD Theories II (15 points).
For each of the five career development theories indicated below, (a) list and explain the major constructs of the theory; and (b) indicate how that theory fits, or why it fails to fit, your history (as given in Assignment A). Be sure to distribute the theories among the categories as indicated below.

E. Critique of Career Information Websites (18 points).
This assignment involves critiquing 9 career information websites (3 educational, 3 occupational, and 3 job search) for their strengths, weaknesses, and appropriate target audience. Completion of this assignment requires knowledge of material presented in in Weekly Session 5.

F. Career Counseling Integration (20 points).
Utilizing what you have learned about career development and career counseling so far in this course (including career assessment and career information) and calling on your own work and life experience,
develop a tentative model of the career counseling process that you can apply in your work as a school counselor, mental health counselor, or rehabilitation counselor.

G. Career Program Proposal (35 points).

Design a program, course or other type of career intervention for actual implementation in a school, mental health, or rehabilitation setting. Your choice of setting should reflect your area of specialization (school counseling, mental health counseling, rehabilitation counseling). Develop the program for presentation to an appropriate decision making group. Your program should be one which could be utilized.

H. Survey Exam 20 points.

Twenty multiple-choice questions covering the full course readings and lecture notes. Exam is open book and available from the start of the course, so you may want to download a copy and fill it in as the course progresses.

I. CLASS PARTICIPATION (12 points)

Attendance and participation in the weekly chats is an expectation of this course. If one chat is missed, no credit will be deducted. If, however, two chats are missed, 3 points will be deducted. If three chats are missed, 7 points will be deducted. If four chats are missed, the full 12 points for this part of the course will be deducted.

Grading:

A. Career Autobiography 5
B. Work Adjustment Theories 10
C. Applying CD Theories I 15
D. Applying CD Theories II 15
E. Critique of Career Information Websites 18
F. Career Counseling Integration 20
G. Career Program Proposal 35
H. Survey Exam 20
I. Class Participation 12

TOTAL 150

The final grade will result from points accumulated from these assignments:

Sample Syllabus—Detailed Syllabus Provided at Start of the Semester
A: 136-150 points
B: 121-135 points
C: 106-120 points
F: 105 points or less

<table>
<thead>
<tr>
<th>UMass Boston Graduate Grading Policy</th>
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<tbody>
<tr>
<td><strong>Letter grade</strong></td>
<td><strong>Percentage</strong></td>
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