

EDUC 5563 CI01: Career Development Process and Practice

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Course Syllabus

Introduction

Finding One's Identity

You cannot tell me who I am, and I cannot tell you who you are. If you do not know your own identity who is going to identify you? Others can give you a name or a number, but they can never tell you who you really are. That is something you yourself can only discover from within.

Thomas Merton (1955), **No Man is An Island**

Welcome

As the instructor, I look forward to creating significant learning which will increase your understanding of practice in the evolving field of career development and career counselling. Many of you will be in the Acadia M.Ed. Counselling program either as part time or full time students or from another institution studying at the graduate level, and you desire to develop your career development skills and practice. Others taking this program may be in a non-counselling program such as Educational Leadership or Inclusive Education or be taking a graduate program at another university. For you, the focus will be learning to facilitate career development and less on career counselling (therapeutic insights and use of specialized therapeutic skills). There is much overlap with career development and counselling, both follow a similar process.

For each of you the emphasis will be to build your competencies (skills, knowledge and attitudes) in career development and the contribution it makes to children, young people, and adults. The course builds on competencies and theories covered in other graduate courses, e.g. **Principles of Assessment, Individual Testing**, but especially, **Work and Life Planning Counselling**. The **ED 5563 - Career Development Process and Practice** differs from the **ED 5543 Work and Life Planning Counselling** by focusing on theories of career development. The emphasis in this course will be on identity work (Who am I?) and the practice and experience of career development for non-counsellors and counsellors.

The course uses the revised *Canadian Standards & Guidelines for Career Development Practitioners* (2012) in meeting competencies set for this profession and course.

About the Instructor

Clarence DeSchiffart has extensive experience in the career development field. He has worked for over 29 combined years as the *Coordinator of Career Development and Essential Skills Services* for the Nova Scotia Community College and the Nova Scotia Department of Education. He retired and is now consulting and training with various groups and organizations.

Clarence received the highest national recognition for his work through the **Canadian National Student Award for Leadership in Career Development and Counselling (2017)** from the *Canadian Career Development Foundation*. In the same year he also was the recipient of the **Life Time Achievement Award (2017)** from the *Nova Scotia Career Development Association*.

Clarence has been teaching graduate courses in *Career Development Process and Practice* and *Work and Life Planning Counselling* at Acadia since 1996. He was honoured with the appointment of Adjunct Professor by Acadia University in 2010. Conducting professional training sessions in career development and career counselling for professionals throughout Nova Scotia has been a favorite aspect of his

work.

Clarence has been presenting and training in the career development field at local, provincial and national conferences. He has been part of a number of national and provincial career development initiatives including:

- The Blueprint for Life/Work Designs
- The Blueprint Leadership Sessions
- The Canadian Standards and Guidelines for Career Development Practitioners, Steering Committee
- The Canadian Standards and Guidelines for Career Development Practitioners Revision Committee 2010 - 12
- NATCON steering committee
- Canada Career Information Partnership (CCIP)
- Nova Scotia Career Development Association (NSCDA)

He attended Acadia University and obtained a **Bachelor of Science in Recreation (Outdoor Recreation)** and a **Masters of Education (Counselling)**. A **Bachelor of Education (Outdoor and Experiential Education)** was received from Queen's University. Previous to his last full time employment, Clarence worked as a teacher, outdoor instructor with young offenders, outdoor education director, outdoor specialist, and outdoor and leadership counsellor with various organizations in Nova Scotia and Ontario.

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Outcomes for the course

In summary, the Career Development Process and Practice course will:

- Clarify definitions of career and make distinctions between career development and career counselling;
- Explore career development and career counselling frameworks, concepts and models;
- Introduce Canadian career development initiatives i.e. the revised **Canadian Standards & Guidelines for Career Development Practitioners** as principles frameworks which guide career development and counselling in Canada;
- Explore core concepts related to self and career decision making: self-concept, identity work, finding meaning, and/or purpose. It will explore these concepts by looking at people's interests, values and skills;

- Utilize narrative psychology to assist people in discovering where they find meaningfulness in their current and future life/work experiences;
- Identify challenges, supports, issues, and barriers which influence one's career decision making and may be temporary or life long;
- Examine the rapidly changing world of work;
- Introduce holistic approaches and practical strategies for helping people make life/work decisions and more specifically occupational plans in the context of one's life/work; and,
- Utilize informal and standardized assessment tools such as an interest inventory.

Course Materials

Required Course Texts:

Savickas, Mark L. (2011). **Career Counselling**; American Psychological Association, Washington DC. ISBN #: 9781433809804

Yost, Elisabeth & Corbishley, M. Anne (1987). **Career Counselling: A Psychological Approach**; Josess-Basse Inc., San Francisco, California. ISBN #: 9781555424206

Required Additional Readings:

- **Canadian Standards & Guidelines for Career Development Practitioners (S&G's)**
<https://career-dev-guidelines.org/the-standards-guidelines/understanding-the-sgs/>
- **Specifically in S&G's:**
 - **The S&G's at a Glance** <https://career-dev-guidelines.org/the-standards-guidelines/the-sgs-at-a-glance/>
 - **Career Development (Core Competencies)** <https://career-dev-guidelines.org/the-standards-guidelines/core-competencies/>
 - Career Counselling (Specialization Competencies) <https://career-dev-guidelines.org/the-standards-guidelines/areas-of-specialization/>
 - **Glossary of Terms in S&G's** <http://career-dev-guidelines.org/wp-content/uploads/2015/06/Glossary.pdf>

Required Assessment Tools:

- **Self-Directed Search** (SDS; 2 copies) & **Career Options Finder** (1 copy) **Order from the Acadia Bookstore**
- **Career in Gear** <https://careeringear.nsc.ca/> & the specific games with **Career in Gear** to use are (choose 3 of 5): **Kitchen Party**, **Innkshuk**, **Life Patterns**, **Card Sort**, **Pride Stories**
- **Career in Gear Orientation Guide**

Optional Reading:

- Arthur, Nancy; Neault, Roberta; & McMahon, Mary (2018). **Career Theories and Models at Work: Ideas for Practice**; CERIC, Toronto, ON.
- Bolles, Richard (2015). **What Colour is Your Parachute? 2015**; Ten Speed Press, California
- Moore, Thomas (2008) **A Life at Work: The joy of discovering what you were born to do**. Broadway Book, New York
- Nicholas W. Weiler, & Stephen C. Schoonover (2001) **Your Soul at Work: Five Steps to a More Fulfilling Career and Life**. Hidden Springs Publishing, New Jersey
- Palmer, Parker J. (2000) **Let Your Life Speak - Listening for the Voice of Vocation** Jossey-Bass Inc.

Modules

There are six modules. The first module will help you focus on what career development and career counselling is. The other modules will assist you in the **practice** of career counselling. These modules will be the basis for *working through* a career counselling practicum with a volunteer client.

Module 1: Understanding Career Development & Career Counselling

Module 2: Orientation to Career Counselling Services

Module 3: Letting One's Story Speak

Module 4: Exploring Core Self-concept and Identity

Module 5: Exploring Work, Learning and Leisure Options

Module 6: Making a Plan -- Taking into Account Life Circumstances

Course Schedule

You have 6 months to complete this course. You may set your own schedule, but if you intend to complete the course in less than 3 months, you should let the instructor know so arrangements can be made.

Do not leave all of your course work until a few weeks before your completion date. Although I will make every effort to accommodate your schedule within reason, I need time to grade assignments and mark the final project.

Recommended Schedule

It is recommended you complete one module every two to three weeks. This may not be possible, but you will definitely need more time to complete the later modules.

Assignments

Module Assignments (30% of final grade):

Within several modules you will find specific questions to respond to. The answers to the questions are meant for you to demonstrate your understanding of the reviewed material. They are also designed to prepare you for the career counselling/development practicum for this course. Each question has a corresponding rubric assigned to them as well. (Click on [Summary of Module Assignments](#) to review all the assignments)

Final Assignment: A Career Counselling Practicum (A Career Development Practicum for non-counselling students)

You are required to work with a person who will be your “*volunteer client*” throughout this course. Readings and exercises are given for you to use (or you may access other activities that contribute to the volunteer client's experience). Expectations would be to help a volunteer client make some career (life/work) decisions during weekly sessions (+/- 5 – 7 times overall). Informal and formal assessment tools are provided for you to use with this practicum.

Be sure to use the career development tools and resources *yourself* prior to using them with your volunteer! Questions about the use of any of the suggested tools may be directed to the professor by email and/or recorded in your journal submission.

Guidelines on choosing/seeking your volunteer client (Failure to follow these guidelines may result in a much lower grade or non-acceptance of assignments)

- You may work with a person who may be on your current work caseload and who is motivated to explore future life & work options.
- **Do not** choose a spouse, family member, relative, or someone you are close too. It will make it difficult to be objective with any personal issues that may arise over the sessions. Working with people in this category as professional or learner would be **considered unethical** in the counselling profession.
- Inform the volunteer about the process and get their written permission to work with them. Have them sign the [Consent Form](#). Let them know you are a learner in Acadia's counselling program who is studying career development and counselling. Acknowledge this is a learning situation for you. Send the signed **Consent Form** to the professor digitally (scan or take a picture).
- Provide the volunteer with clearly defined expectations including goals and outcomes, time commitment, length of course, length of meetings, etc. (see notes within course)
- Be clear about confidentiality with the volunteer. Discussions may happen with the professor, but it will be around your learning. You will need to let them know you are submitting a final report for the professor to evaluate the learning.

An outline of the **career development process** is given in “[A Guide to a Strategic Career Counselling Process](#)” tip sheet.

What you will need to submit at the end of the course as your project:

1) [A Journal Template in WORD](#) (20% of final grade).

Participants must keep confidential journal notes on the volunteer's progress that are to be submitted to the trainer along with a final report. After each session with your volunteer, journal entries on the following two statements are to be made:

- *Your comments on how you heard or think the student responded to the session (verbal & non-verbal cues from the volunteer);*
- *Your comments on your own perception and reaction (surprises, affirmation, questions, interpretations) to the session. It is about your experience... not the volunteer.*

The journal notes can be written in point form rather than a narrative format. Confidential journal notes should be taken after each session of the career development process and sent in with the final report. (See [A Journal of the Experience Sample](#)).

2) [Career Counselling Report WORD Template](#) (50 % of final grade).

You will be expected to complete a **Career Counselling Report** using the report template provided by this professor. The [Career Counselling Report Sample](#) and [Career Counselling Report Sample 2 with Comments](#). The additional comments in the sample reports and template act as the rubric for this assignment and offers you concrete suggestions for the report. The report will be evaluated and feedback given through written statements. *You may* use this template without concern for plagiarism or copy-write.

Course Grading

Grading	
Module Assignments	30%
Journal of the Experience	20%
Career Counselling Report	50%

Student Handbook

You are responsible for becoming familiar with the contents of the Student Handbook. It contains important information about scheduling examinations (if applicable), applying for extensions, withdrawing from your course, ordering books, and computer and library services available to you. If you have questions about the policies outlined in the handbook (<https://courseware.acadiau.ca/openacadia/studenthandbook.html>), contact:

Open Acadia

- 21 University Avenue (Rhodes Hall)
- Wolfville, NS B4P 2R6
- Phone: 1-800-565-6568
- Fax: 1-902-585-1068
- Email: openacadia@acadiau.ca

Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.

- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

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