

Counseling (COUN) 62: Introduction to Career Development

Tu/Th, 9AM-10:30AM, Rm. 558, Sec. # 0619
Fall 2017

Instructor: Kasia Fortunati
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Office Hours: Tuesdays & Thursdays 10:30AM -11AM

Course Description:

This course focuses on the ways career development contributes to a satisfying and healthy life, as well as the development of a career plan. Emphasis is on interest and personality testing, values clarification, career information, research skills, individual skills assessment, decision making, and goal setting. Course also covers changing job trends and requirements, as well as factors related to the procurement and retention of employment.

(3 units, CSU transferable, CSU GE Area E)

Student Learning Outcomes:

Students will:

1. Develop a career plan
2. Evaluate potential effects of career choices on physiological, social and psychological well being.
3. Conduct research on potential majors and careers.
4. Explain the steps involved in a decision making process.
5. Implement appropriate resume writing and interview techniques.

Course Outline of Record:

For the full version of the course outline, go to

https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=21583&Semester=20103

Textbook:

Sukiennik, D., Raufman, L., & Bendat, W. *The Career Fitness Program: Exercising Your Options*, Eleventh Edition, Pearson: Upper Saddle River, New Jersey, 2013. (ISBN: 9780321979629)

Career Assessments:

Students must purchase two assessments: MBTI (Myers-Briggs Type Indicator), and Strong Interest Inventory/Interpretive Report. **Please bring a receipt from Accounting for \$31 by 8/31.**

Supplemental Materials:

Throughout the semester, the instructor may provide additional handouts in class to provide further clarification on topics.

Syllabus:

The syllabus is an outline for the course detailing topics, assignments, grading system, deadlines, and other necessary information to succeed in the class. The instructor reserves the right to make any changes to the dates, activities, assignments, and any other part of the syllabus at any time. When changes occur, students will be informed in a timely manner.

Attendance & Class Participation:

Attendance is required. If a student does not attend the first class session, the instructor has the right to drop that student and add another student who wishes to add into the course. However, the instructor might not drop that student; therefore, if you don't attend because you've decided not to take the class, you must drop the class. Do not assume the instructor will do this for you.

Attendance will be taken at every class session. Please arrive on time and do not leave early. Class participation is a critical component of the course, as you will be examining your personality, interests, values, strengths, and skills. Each class session will require participation in group and individual activities and discussions.

Excessive absences, tardiness, and leaving class early will be taken into consideration by the instructor when determining grades. A portion of the total points for this class is based on participation; you can't participate if you're not present. If you know in advance that you will be late or absent, please contact the instructor. In the case of tardiness, material in class may be missed including important activities. Missed in-class activities cannot be made-up.

Student Conduct:

Expected Behaviors:

Students are expected to be courteous and respectful to each other. Please note:

- Any disruptive behavior or inappropriate language or comments will not be tolerated. You may be asked to leave the classroom if such behaviors persist.
- Arrive on time and be prepared to participate in a learning environment.
- If you are late to class, do not disrupt the class in session; quietly enter the room and find a seat that does not interfere with the instruction in progress (i.e. do not walk in front of the instructor to cross the room).
- Keep all cell phones and other electronic devices on silent mode and out of sight. If you have an emergency that must be dealt with during class time, please step out of the classroom and do not call or text while in class.
- In-class personal computer use is for note taking purposes only and may only be used when sitting in the front row of the room.
- Use of in-class computers is only permitted when directed to use for in-class activities.
- You will be requested to leave the class session if you continue to use the electronics inappropriately, rudely, and/or disruptively in class.
- All students are expected to know the Student Conduct Code and adhere to it in this class.
(http://www.santarosa.edu/for_students/rules-regulations/scs/section1.shtml)

Academic Integrity

- Plagiarism of any kind will result in a failing grade on that assignment.
- Please read the college policy/procedure on academic integrity at:
<http://www.santarosa.edu/polman/3acadpro/3.11P.pdf>

Accommodations/Resources for Students with Disabilities:

If you need disability related accommodations for this class, such as a note taker, test-taking services, special furniture, use of a service animal, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to me as soon as possible. You may also speak with me privately about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly. DRD is located in Jacobs Hall (778-2491) on the Petaluma campus and in Bertolini Student Center, 3rd Floor (527-4278) on the Santa Rosa campus.

Assignments:

All assignments (including readings) are due at the beginning of class on the dates listed. If there are any changes to the dates, the updated information will be communicated to the class.

Homework Assignments:

Assignments are listed in this syllabus. Work is expected to be typed out and turned in at the beginning of class unless otherwise specified. Save each assignment on your computer to use for future reference in subsequent assignments.

In-class Assignments:

Students are expected to write out in-class assignments even if completed as part of a group. Some assignments will be collected or reviewed at the end of class.

Projects/Larger Assignments:

The informational interviewing presentation and career research paper requirements will be reviewed in more detail when appropriate and with ample time for completion.

Career Portfolio:

A career portfolio that organizes all the information you collect about yourself and possible career paths and college majors will be required. You may create one using a three-ring binder and sorting each section with dividers or you may create a digital version.

Late Work:

Any work turned in past the deadline date will receive consideration for credit but with automatic reduction of points due to tardiness. The instructor reserves the right to not accept late work if it is excessively late (more than 1 week late).

Breakdown of Points Possible:

Assignment/Exam/Project	Points
Reaction Paper (Career Article or RoadTrip Nation)	10
Syllabus quiz	5
Career Development Theory Summary	10
Career Genogram	10
Chapter 6, p. 109, #1 Work-Life Balance Issues (in-class)	5
Exercise 2.6, p. 38 (Building Your Success Profile Handout)	5
Chapter 2, p. 34-35, Multiple Intelligences	5
Values Summary	10
MBTI Type	5
MBTI Summary	10
Holland Code	5
Strong Interest Inventory Summary	10
Checklist of Positive Personal Qualities	10
Skills Summary	10
Assessment Integration Summary	20
List of 3 potential majors or programs	5
Midterm Exam	65
My Academic Plan (MAP)	10
Job Search Plan	10
Resume	10
Cover Letter	10
Job Application	10
STAR Interviewing Worksheet	10
Informational Interviewing Action Plan	10
Informational Interviewing Presentation	100
Final Career Research Paper	115
Career Portfolio	75
Class Participation	65
Final Exam	65
Total Possible Points	690

Grading Scale:

A = 621-690

B = 552-620

C = 483-551

D = 414-484

F = 413 and below

Schedule of Classes/Assignments*

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(*Dates may change as needed; instructor will provide updates each week as needed)

Class Date	Topic	Reading Due	Assignment Due
8/22	Introduction; Syllabus		
8/24	Career Development Process		Purchase book
8/29	Career Development Theories	Chapter 1	Find online career article OR One RoadTrip Nation video (http://roadtripnation.com); 1-2 page summary/reaction
8/31	Generational Differences Career Satisfaction		Bring \$31 receipt for assessments Summary of favorite career theory & how it applies to you (2 pages) <u>In-Class Assignment (portfolio):</u> What's your generation and how do you think it will impact your career choice? (1/2-1 page)
9/5	Professional Development No classes		No class meeting
9/7	No class meeting		No class meeting
9/12	Take MBTI & Strong Interest Inventory		In class take two career tests
9/14	Career Assessments Analysis MBTI Interpretation (Carl Jung Personality Theory)	Chapter 4 (p.51-57)	Based on readings, what do you think your MBTI type is and why? (1/2 – 1 page)
9/19	MBTI Validation Career Research Strategies & Organization Career Portfolio Review	Chapter 7 (p.126-142)	MBTI Summary Worksheet – finish in class if needed
9/21	Factors Influencing Career Development -Family Background, Beliefs, etc.	Chapter 6 (p.95-105)	<u>In-Class Assignment (portfolio):</u> Ch. 6, P. 100 – Answer #1 Begin Career Genogram in class
9/26	Finish “Factor” topic Career Genogram		Work on Career Genogram in class
9/28	Success Profile/Self-Esteem	Chapter 2	Career Genogram DUE Exercise 2.6 (p.35)

Class Date	Topic	Reading Due	Assignment Due
10/3	Values Assessment	Chapter 3	Ch. 2, p. 31-33: Which of Gardner's Multiple Intelligence's characterizes you? How will this affect your career choice? (1 page)
10/5	Tour of library (<i>Tentative Date</i>)		Values Summary Worksheet – finish in class if needed
10/10	Strong Interest Inventory & Combined Results (Holland Theory of Vocational Personalities and Work Environments)	Chapter 4 (p. 58-70)	What do you think your top 3 Holland interest environments are and why? (1/2 – 1 page)
10/12	Strong Combined Results Midterm Review		Strong Summary Worksheet – finish in class
10/17	Skills/Strengths	Chapter 5	Checklist of Positive Personal Qualities <i>MAP reviewed by counselor due by today</i>
10/19	MicroSkills Assessment – EUREKA		Skills Summary Worksheet – finish in class
10/24	Assessment Integration Career Research Paper Review		*Bring all assessment results to class (portfolio)
10/26	Midterm Exam		Study for Exam
10/31	Exploring Options Informational Interviewing	Chapter 7 (p.115-118); Chapter 9 (p. 169-174)	
11/2	Educational Systems Researching Majors & Schools My Academic Plan (MAP)	Chapter 4 (p.68-71)	<u>In-Class Assignment (portfolio):</u> List of 3 (or more) potential majors based on research & why choosing them (1/2 – 1 page)
11/7	Overview of progress -Portfolio maintenance -What is still missing?		Informational Interviewing Action Plan
11/9	Goal Setting/Decision-making. Barriers.	Chapter 8 (p. 143-160)	
Class	Topic	Reading Due	Assignment Due

Date			
11/16	Resumes; Cover Letters	Chapter 10	Job Search Plan
11/21	Resume/Cover Letter Critiques Job Applications; Finding job postings	Chapter 10 (p. 207-209)	Resume + Cover Letter Rough drafts Career Research Paper
11/23	Thanksgiving Holiday		No class meeting
11/28	Cover letter finish up		Final Resume, Cover Letter rough draft
11/30	Interviewing Job Application	Chapter 11	Final Cover Letter
12/5	Mock Interviews		Job Application STAR Handout; Practice answering interview questions Final Career Portfolio
12/7	Informational Interviewing Presentations		Informational Interviewing Summary & Presentation
12/12	Remaining Informational Interviewing Presentations		Informational Interviewing Summary & Presentation
12/14	Final Exam Review		
12/21	FINAL EXAM		EXAM TIME: 7:00AM-9:45AM