

## **SYLLABUS**

HDEV 2308 Career Development Theory and Practice

Room: TBA

Instructors: Darin Ford, MA and Regina James, MS Hegi Family Career Development Center,  
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Office hours: Email to request

### **Catalogue Description:**

This course is a study of the history of theories and practice in career development. Topics include: leaders in vocational education, legislative initiatives, social issues and organizations involved in and impacting career development. The course also includes: study and application of career development and theories from a lifespan perspective; examination of established and emerging labor markets, economic and social forces likely to impact career development and choice; and traditional and emerging career development theories, models and strategies. Using these models and strategies, this course develops students' abilities to work constructively to build individualized career plans. The format includes lecture, discussion, demonstration, and experiential components.

### **Course Objectives:**

- Describe major theories of career development and their key concepts.
- Develop extensive knowledge of the assumptions that underlie classic and emerging career development theories, including an in-depth understanding of the limitations and strengths of each theory.
- Relate theories to their practical applications.
- Increase awareness of the theories behind the impact of personality traits and styles, specific strengths, skills and abilities and how they impact personal, academic, and career goals.
- Gain an awareness of Krumboltz, Holland, and Super's theories and the 6 Steps in Effective Decision-Making - as they relate to the career development process and how that process can be used throughout life.
- Understand the links between theory and practice, and how they impact each other.
- Understand the shortcomings of many theories as applied to specific groups and how that might impact individual counseling.
- Identify values and examine career implications for maintaining a balanced and values-affirming lifestyle.
- Understand the changing future of work is influenced by shifts in economy & society.
- Describe important milestones in the history of career development and how they inform the current career development praxis.
- Offer an analysis of career development theories in popular fiction and classic literature.

## Topical Outline of the Course:

- Class 1**      **Setting the Stage: Career Development and the World of Work**  
Why study theory?  
Historical Development  
*Reading: Zunker, Chapter 1; Reardon, Chapter 1*
- Theories of Career Development**  
Trait & Factor  
Person-Environment Fit  
Holland  
Social Learning & Cognitive Theories  
Krumboltz  
*Reading: Zunker, Chapter 2*
- Class 2**      **Career Counseling Theories and Models**  
Developmental Theories  
Gottfredson  
Constructivism  
Savickas  
Super  
Early Reflections Exercise  
*Reading: Zunker, Chapter 3*
- WALDEN & CIVIL DISOBEDIENCE  
By Henry David Thoreau  
Signet Classics, New York, 1870
- Class 3:**      **Knowledge of Self**  
Career Beliefs  
Skills / Abilities  
Academic Achievement  
Interest  
Personality  
Values / Needs  
Career Maturity  
MyPlan, ONET, OOH  
*Reading: Zunker, Chapter 6; Reardon, Chapter 2, 3, 4*
- Values and Ethics in Career Choice and Success**  
**MID TERM**  
Ethics  
*Reading: Zunker, Chapter 7,8,18*
- Class 4:**      **Social Conditions Affecting Career Development**  
The New Global Economy  
Organizational Culture  
Alternate Ways to Work  
ALL THE LIVE LONG DAY: The Meaning and Demeaning of Routine Work  
By Barbara Garson  
Penguin Books, New York, NY, 1977  
*Reading: Reardon, Chapters 6-9*
- Family Roles and Career Development**  
Family Roles  
Dual Careers  
Stress  
*Reading: Chapter Zunker, Chapter 19; Reardon, Chapter 10*
- Class 5:**      **Gender Issues**

## **Presentation Preparation**

Gender Issues  
How to give a presentation  
Reading: Zunker, Chapter 11,

## **Presentations**

Group Presentations

### **Class 6: Developing a Strategic Career Plan**

Resumes  
Cover letters  
Technical writing, executive summaries  
Correspondence – email, IM, text, social networking  
Interviewing  
Lifelong learning  
Homework: Career Portfolio

## **THE METAMORPHOSIS**

By Franz Kafka  
Bantam Books, New York, 1926  
*Reading: Reardon, Chapter 11-13*

## **Interviewing Skills**

Interviewing Techniques  
Salary Negotiation  
*Reading: Reardon, Chapter 14*

### **Class 7: Diversity and Multicultural Perspectives**

Mock Interviews  
Multicultural Perspectives  
Diversity Perspectives

## **THE DEATH OF IVAN ILYCH (1886)**

By Leo Tolstoi  
In: Literature: An introduction to fiction, poetry and drama.  
X.J. Kennedy (ed), 3<sup>rd</sup> Edition  
Little, Brown and Company, Boston, MA (1983)  
*Reading: Zunker, Chapter 13, 14, 18*

### **Class 8: Perspectives in the Work Place**

**Reading: Website:** (Zunker, Chapter 16, 17)  
Informational Interviews Due

## **Wrap Up**

FINAL EXAM

## **Teaching Methods:**

Lectures, group discussions, reflection papers and blogs, group presentations and individual presentations, reports/papers.

## **Methods of Evaluation:**

**Class Participation (20%)** Attend all class meetings. Complete all readings and assignments prior to class session. Be prepared for quizzes over the reading material and to write reflections in class after speaker presentations. Participate in classroom discussions and activities.

**Short Stories (5%)** You will read a collection of short stories that will depict different perspectives on work and career. We will discuss the stories in class. For each story you will be given a set of questions to answer prior to the class discussion. The answers to the questions should be typed and turned in the day of the class discussion.

**Walden –**

**All the Live Long Day –  
The Metamorphosis –  
The Death of Ivan Ilych –**

**Blog (5%)** On a weekly basis, answer the question related to that week's discussions at the following website: <http://smuhegi.blogspot.com/> The objective is for you to gain insight into your own career development, and to learn how theories can be applied to bring greater understanding to career events. You can write as much as you wish. You will not be graded on the contents, but on how well you understand the theories and apply them. Answers to all blog questions are due at the end of class.

**Class Presentation (20%)** You will work individually or in small groups (depending on class size), and each person must do some of the presenting if working in a group. Select one topic from the following list, or propose a topic of interest to you. Focus your presentation on information you learned from our class readings and our guest speakers. Prepare a 15-minute presentation for the class. The first part of your presentation should discuss the relevant theory or theories. Keep this part brief if it's material we have already covered in class. The second part should propose a specific program or intervention that addresses the group and its issues, and is appropriate for the theories you discuss. Provide a brief handout or copies of overheads (whichever you chose to use) to each class member. You may have a mix of lecture, exercises, etc. Be creative and involve the class!

***Some ideas for topics:***

Career decisions for displaced workers  
Career maturity and career development with children  
Family influence in career choice  
Identity development and adolescent career choice  
Personality and career choice  
Spiritual influences in career choice  
Work ethic(s) and how they relate to careers  
Self-employment and entrepreneurship  
Applying values in the work place

***Mid-term Exam (10%)***

***Final Exam (10%)***

**Book Commentary (10%).** Write a review of a novel with emphasis on its relevance to the course theme. The review should be 3-4 pages double spaced, with size 12 font.

**Final Project (20%)** This will be a compilation of your resume, job description, cover letter, informational interviews, and MyPlan project and will conclude with a brief reflection (2-3 pages) on the course and on your blog.

**Title and Description of Principal (required) Reading:**

Zunker, Vernon G. (2006). *Career Counseling: A holistic approach*. 7<sup>th</sup> Edition.

Thomson Brooks/Cole, Belmont, CA

Reardon, R.C., Lenz, J.G., Sampson, J.P., Peterson, G.W. (2009). *Career Development and Planning: A Comprehensive Approach*. Cengage Learning: Mason, OH.

**Discussion/Lesson Readings:**

NOVELS, NONFICTION, AND DRAMA:

THE METAMORPHOSIS

By Franz Kafka

Bantam Books, New York, 1926  
WALDEN & CIVIL DISOBEDIENCE  
By Henry David Thoreau  
Signet Classics, New York, 1870

ALL THE LIVE LONG DAY: The Meaning and Demeaning of Routine Work  
By Barbara Garson  
Penguin Books, New York, NY, 1977

SHORT STORIES:

THE DEATH OF IVAN ILYCH (1886)  
By Leo Tolstoi  
In: Literature: An introduction to fiction, poetry and drama.  
X.J. Kennedy (ed), 3<sup>rd</sup> Edition  
Little, Brown and Company, Boston, MA (1983)

**Reading List:**

THE HOUSEBREAKER OF SHADY HILL (1958)  
By John Cheever  
In: Literature: An introduction to fiction, poetry and drama.  
X.J. Kennedy (ed), 3<sup>rd</sup> Edition  
Little, Brown and Company, Boston, MA (1983)

THE GLASS MENAGERIE (1945)  
By Tennessee Williams  
In: Literature: An introduction to fiction, poetry and drama.  
X.J. Kennedy (ed), 3<sup>rd</sup> Edition  
Little, Brown and Company, Boston, MA (1983)

THE JUNGLE  
By Upton Sinclair  
NAL Penguin Books, Inc. 1905

AN IDEAL HUSBAND (1888)  
By Oscar Wilde  
In: The Picture of Dorian Gray and Other Writings  
Bantam/Dell, A Division of Random House, Inc, New York, NY, 1982

HARRISON BERGERON (1961)  
By Kurt Vonnegut  
In: Literature: An introduction to fiction, poetry and drama.  
X.J. Kennedy (ed), 3<sup>rd</sup> Edition  
Little, Brown and Company, Boston, MA (1983)

DEATH OF A SALESMAN  
By Arthur Miller  
Penguin Books, New York 1949  
1984  
By George Orwell  
Signet Classics, New York, NY, 1950

THE GRAPES OF WRATH  
By John Steinbeck  
Penguin Books, New York, NY, 1939

A DOLL'S HOUSE (1879)  
By Henrik Ibsen  
In: Literature: An introduction to fiction, poetry and drama.  
X.J. Kennedy (ed), 3<sup>rd</sup> Edition  
Little, Brown and Company, Boston, MA (1983)

A HUNGER ARTIST (1924)  
By Franz Kafka  
In: Literature: An introduction to fiction, poetry and drama.  
X.J. Kennedy (ed), 3<sup>rd</sup> Edition  
Little, Brown and Company, Boston, MA (1983)

### **In Class Activities:**

Teaching Super or Super Teaching?

By Maria Petersen, Ed.D. (2005) In: Minor, C. & Pope, M. (eds.) (2005). *Experiential activities for teaching career counseling classes and for facilitating career groups*. Volume 2. Page 10. National Career Development Association.

Hand Me Downs: Intergenerational Work Values and the Heirloom Interview

By Carolyn Thomas, Ph.D. (2005) In: Minor, C. & Pope, M. (eds.) (2005). *Experiential activities for teaching career counseling classes and for facilitating career groups*. Volume 2. Page 33. National Career Development Association.

Early Recollections Activity, By Troy Behrens, Ed.D. (2003), In: <http://www.ascl.info/team/>

Drafting a Resume

Conducting Informational Interviews

Linked-In and Networking Activity

Career Exploration Job Search

MustangTrak, <https://www.myinterfase.com/smu/student/> profile

### **Policies:**

**Professionalism: Regular and punctual attendance is expected. Students are expected to be prepared for class. Text messaging and cell phone calls during class are not acceptable professional behavior. Students are responsible for checking SMU e-mail on a daily basis for messages from the university or from instructors.**

**Attendance:** Students who are more than 10 minutes late for class for more than 3 classes will be counted as absent. More than 4 absences will result in the student's grade being lowered by one letter grade.

**Substitution of Assignments:** If any student believes that completing one or more assignment(s) will not benefit him or her, the student can negotiate substitution of another assignment of equal depth and investment of time.

**Due Dates:** All assignments must be turned in at the beginning of class on the date listed in this syllabus. The score of a late assignment will be reduced by 10% or as noted on the rubric for the assignment. Absence from class does not constitute notification about a late assignment. If an absence is unavoidable, the student is responsible for e-mailing the assignment to the instructor on time or making arrangements to have the assignment delivered on time by another student. Computer/printer failures are not acceptable reasons for late assignments.

**Quality of Work:** All written work must be typed and must meet the high quality standards expected of a university student. Present your assignments as you would if they were to be reviewed by a future employer.

**Requests for Help with Assignments:** Students should feel free to talk to the instructor, or email the instructor about any assignment. However, the student should always make an effort to begin the assignment before asking for help. E-mailing the instructor the night before a long-term assignment is due is not an optimal time for questions.

**Revision of Assignment:** If an assignment must be revised because it is unsatisfactory, the highest grade that can be earned on that assignment is a "B."

**Requests for Grades of Incomplete:** Such requests are rarely, if ever, granted by the instructor.

**Disability Accommodations:** Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities, (214-768-4557), to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

**Religious Observance:** Religious observant students wishing to be absent on holidays that are require missing class should notify their professor in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalog)

**This confirms that I have received the syllabus for EDU 2308 for the Fall 2010 term, that it was discussed in class, and that I understand the high expectations of the Annette Caldwell Simmons School of Education and Human Development (and of this specific course) for academic work and professional comportment in all EDU courses, whether required or elective.**

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Signature

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Date