# Southern Methodist University School of Education and Human Development HDCN 6342 Cognitive, Career and Educational Assessment

February24 – March 28, 2014 Mondays: 6 – 10:15 p.m.

#### **Instructor:**

Greta A. Davis, Ph.D., LPC-S, NCC

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Office hours by appointment

#### **Required Text**:

Savickas, M. L. (2011). Career Counseling. American Psychological Association. Washington, DC.

ISBN-13: 978-1433809804

## **Additional Required Readings:**

Herr, E. L., Cramer, S.H., & Niles, S. G. (2004). *Career Guidance and Counseling Through the Lifespan: Systematic Approaches*. 6<sup>th</sup> ed. Pearson, Boston, MA.

ISBN-13: 978-0321081391

Chapter 6. Systematic Planning for Career Guidance and Counseling, pp. 289-331.

Chapter 7. Career Development in the Elementary School, pp. 332-361.

Chapter 8. Career Development in the Junior High/Middle School, pp. 362-391.

Chapter 9. Career Development in the Senior High School, pp. 393-453.

Brown, S. D., & Lent, R.W. (Eds.), *Career Development and Counseling: Putting Theory and Research to Work*. 2<sup>nd</sup> ed. John-Wiley & Sons: Hoboken, NJ.

ISBN-13: 978-1118063354

Chapter 13. Fabian, E. S., & Pebdani, R. (2013). The career development of youth and young adults with disabilities. pp. 357-386.

Chapter 19. Turner, S. L., & Lapan, R.T. (2013). Promotion of career awareness, development, and school success in children and adolescents. pp. 539-562.

#### **Additional Resources:**

National Career Development Guidelines <a href="https://www.ncda.org">www.ncda.org</a>

American School Counselor Career Standards www.schoolcounselor.org

Secretary's Commission on Achieving Necessary Skills <a href="http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf">http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf</a>

# **Course Description:**

This course will address basic appraisal and assessment concepts applicable to the school setting. Procedures, methods, and the use of various testing instruments will be reviewed, as will ethical consideration in terms of research and practice. Case studies are an integral part of this examination of cognitive assessment, educational assessment, and **career guidance and development**.

Learning Objective	Measurable Outcome
Students will become familiar with developmental, trait and factor, and narrative theories of career development and career counseling.	After reading selected texts and classroom discussion students will be able to conceptualize how career development unfolds during the K-12 years, and the role of the school counselor in facilitating career development. Students will demonstrate their understanding and application of career theories in the Career Guidance and Interview Projects.
Students will understand the similarities and differences between personal counseling and career counseling as well as distinguish between counseling and other career interventions in the K-12 environment.	After reading selected texts and classroom discussion students will be able to distinguish between career education, vocational guidance and career counseling and provide examples of each of these activities in the school environment. Students will clearly identify the type of career intervention in their Career Guidance and Interview Projects.
Students will learn systematic approaches to career development program planning, organization, implementation, administration, and evaluation.	Students will interview an elementary, middle or secondary school counselor regarding the career guidance program at the counselors' school and will demonstrate understanding of systematic planning by critically examining the program/intervention and describing how the program/intervention meets and/or does not meet the standards of systematic planning.
Students will learn how cognitive development parallels career development including the dynamic unfolding across the lifespan with a particular focus on development during elementary and middle school years.	Students will demonstrate understanding of developmental considerations in their Career Guidance Project.
Students will learn about vocational guidance resources to compliment career development efforts in high school as well as their appropriate use and limitations.	Students will be able to identify appropriate assessments, computerized guidance programs, and sources of occupational information appropriate for the school environment.
Students will learn career counseling processes and techniques.	Students will engage in role-plays in the classroom using the Career Construction Interview model for career counseling. Students will complete the autobiographical My Career Story workbook and compose a reflection paper.

# **Course Requirements:**

- 1. **Attendance/Participation (10%):** Attendance and participation are required at each class. The instructor is to be notified at least 24 hours in advance phone or in writing or by email message of any potential problems with attendance. Weekly assigned reading is to be completed prior to class time and active participation in all class discussions is expected.
- 2. **Quizzes (10%):** Quizzes will gauge comprehension of reading materials as well as lectures and in-class activities.
- 3. **School Counselor Interview & Program/Intervention Analysis (20%):** Students will interview an elementary, middle or secondary school counselor regarding the career guidance program in place at his/her school. The analysis will include:

- a. A description of the career guidance program and at least one intervention including the type of career intervention (vocational guidance, career education, or career counseling)
- b. An analysis of the development of the career guidance program with respect to the 5-stage systematic planning model (refer to chapter 6 in the Herr et al. text)
- c. A description of the career theories used in the development of the program (either intended or implied)
- d. Recommendations for improvement based on the 5-stage systematic planning model.
- 4. **Career Guidance Project (30%):** Students will create or modify\* a career guidance intervention appropriate for either elementary, middle, or secondary school settings. Students will:
  - a. Identify the purpose and theoretical grounding of the career intervention (introductory paragraph with references)
  - Provide rationale based on national standards for career development programs (e.g., NCDA Guidelines, ASCA Career Standards, Secretary's Commission on Achieving Necessary Skills, etc.)
  - c. Determine the type of career intervention (vocational guidance, career education or career counseling)
  - d. Comment on developmental considerations (e.g., for elementary consider adding suggested modifications for younger or older students; for middle and secondary consider developmental givens necessary for success of the guidance intervention)
  - e. Include the following components:
    - i. Grade level
    - ii. Time required
    - iii. Materials needed
    - iv. Procedures
    - v. Evaluation

\*Students are expected to create an entirely new career guidance intervention and/or modify an existing intervention providing appropriate credit to the original authors (e.g., authors' names if appropriate, website address, and/or book reference)

**Note**: An electronic collection of the career guidance lessons will be distributed to the entire class. Please submit to davis\_greta@yahoo.com

- **5. My Career Story & Reflection Paper (20%):** Students are to complete the My Career Story workbook that can be accessed online at <a href="https://www.vocopher.com">www.vocopher.com</a> and write a one page reflection paper addressing the following:
  - a. Personal experience completing the assessment and insights gained
  - b. Subjective impression of the self-assessment in terms of it's utility as a secondary school counseling intervention
- **6. Final Examination (10%):** Exam will include a combination of multiple choice and short answer questions.

### **Department Grading Policy:**

SMU grades are recorded as A, A-, B+, B, B-, C+, C, C-. In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary. Your grade for the last 5 weeks of this course will be averaged with your grade from the first 5 weeks of this course to generate your final grade.

Grade	Performance Description	Range	GPA	Points
Α	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
В	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+ C C- D+ D	Failure, any C or below	77 - 79 73 - 76 70 - 72 67 - 69 63 - 66 60 - 62 59 >	2.3 2.0 1.7 1.3 1.0 0.7 0.0	6.9 6.0 5.1 3.9 3.0 2.1 0.0

# Course Outline, Reading, & Assignments:

Week	Readings & Assignments			
Week 6 2-24-2013	Chapters 1-3, Savickas, M. L. (2011). <i>Career Counseling</i> . American Psychological Association. Washington, DC.			
	<ul> <li>Chapter 6, Systematic Planning for Career Guidance and Counseling, pp. 289-331.</li> <li>Chapter 7, Career Development in the Elementary School, pp. 332-361. In Herr, E. L., Cramer, S.H., &amp; Niles, S. G. (2004). Career Guidance and Counseling Through the Lifespan: Systematic Approaches. 6th ed. Pearson, Boston, MA.</li> </ul>			
	• <b>Chapter 19</b> . Turner, S. L., & Lapan, R.T. (2013). Promotion of career awareness, development, and school success in children and adolescents. pp. 539-562.			
	Guest speaker: Charis Hunt, Executive Director of Elementary School College and Career Readiness for elementary schools in RISD			
Week 7	• Chapter 8, Career Development in the Junior High/Middle School, pp. 362-391.			
3-3-2013	• <b>Chapter 9</b> , Career Development in the Senior High School, pp. 393-453.			
	Guest speaker: TBD (Middle & High School College & Career Readiness)			
Week 8 3-10-2013	• Chapter 13. Fabian, E. S., & Pebdani, R. (2013). The career development of youth and young adults with disabilities. pp. 357-386. In Brown, S. D., & Lent, R.W. (Eds.), Career Development and Counseling: Putting Theory and Research to Work. 2 <sup>nd</sup> ed. John-Wiley & Sons: Hoboken, NJ.			
	School Counselor Interview & Program/Intervention Analysis Due			
Week 9 3-17-2013	Chapters 4-7, Savickas, M. L. (2011). Career Counseling. American Psychological Association. Washington, DC.			
	Career Guidance Project Due			
Week 10 3-24-2013	• Chapters 8-9, Savickas, M. L. (2011). <i>Career Counseling</i> . American Psychological Association. Washington, DC.			
	<ul> <li>My Career Story &amp; Reflection Paper Due</li> <li>Final Exam</li> </ul>			

#### Attendance:

Attendance will be documented each week. More than one class absence will result in lowering the grade. Missing two or more classes may result in failing the course. We will plan to have a 20-minute dinner break around 7 p.m. As the evening progresses, we may have additional short breaks.

#### **Statement on Class Decorum:**

Please turn off (or set on silent) all cell phones. Please keep your attention to the activities, content and discussion within the class and in doing so refrain from texting and using lap tops for non-class related activities during class. Please do your best to be on time; arriving late and leaving early can disrupt the class. If you have to leave early, please make arrangements before class begins. Please treat your colleagues with respect and courtesy.

# **Statement on Confidentiality and Emotional Safety:**

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the American Counseling Association Ethical Standards.

# **Statement regarding grades of Incomplete (I):**

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason acceptable to the instructor, the student has been unable to complete the full requirements of the course. When a grade of I is given, the instructor must state in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the I grade is typically 12 months. If the I grade is not cleared by the specified date or by the end of the 12-month deadline, the grade of I will be changed to the grade provided by the instructor at the time the I grade was assigned or to a grade of F if no alternate grade was provided.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all I grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the I total is reduced. Students who accumulate a total of three grades of I in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

## **University Policies:**

**Disability Accommodations:** Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or <a href="https://www.smu.edu/alec/dass.asp">www.smu.edu/alec/dass.asp</a> to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors 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.

Academic Integrity: Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty. http://www.smu.edu/studentlife/PCL 05 HC.asp

**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.

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		ng policy, and I understand t 2 Cognitive, Career & Educat	<u>-</u>
Print Name	 Signature		
 Date			

Acknowledgement of receipt and comprehension of the course syllabus for HDCN 6342, Spring

Please submit signed form to Dr. Greta Davis