COURSE SYLLABUS

Career Development Facilitator: Course II

Summer 2006

Instructor: Christopher East – Northeast Wisconsin Technical College
Career Center/Tech Prep Grant Manager
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christopher.east@nwtc.edu

Location: Northeast Wisconsin Technical College, Green Bay
Room: Student Center (SC 210)

Dates/Times: Wednesday, June 14 (4:00-8:00 p.m.); Monday-Friday, June 19-23 (8:00 a.m.-4:00 p.m.); and Wednesday, July 12, 2006 (4:00-8:00 p.m.)

CHOOSE FROM TWO ENROLLMENT OPTIONS:

<table>
<thead>
<tr>
<th>Three UNDERGRADUATE credits</th>
<th>Three GRADUATE credits</th>
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</thead>
<tbody>
<tr>
<td>Course #: EDUC 495-6, 711, (0154CU)</td>
<td>Course #: EDUC 695-6, 711, (#0154C)</td>
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<tr>
<td>Prerequisite: Must have graduated from a recognized high school</td>
<td>Prerequisite: Graduate Standing (Must have earned a bachelor’s degree)</td>
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Note: This course is part of a three-part series leading to Career Development Facilitator (CDF) national certification through the Center for Credentialing and Education. Completion of CDF-Course I, CDF-Course II, and CDF-Course III is required for consideration of national certification through the Center for Credentialing and Education. CDF-Course III is planned for Fall 2006.

You’ll explore all 12 competencies in CDF I, II, and III:

1. Assessment (CDF I)
2. Career development theories and models (CDF I)
3. Labor market information and resources (CDF I)
4. Technology and career development (CDF I)
5. Working with diverse populations (CDF II)
6. Employability skills (CDF II)
7. Promotion and public relations (CDF III)
8. Program management and implementation (CDF III)
9. Helping skills (CDF II)
10. Ethical and legal issues (CDF II)
11. Consultation-supervision (CDF III)
12. Training clients and peers (CDF III)
CAREER DEVELOPMENT FACILITATOR: COURSE II

What is a Career Development Facilitator (CDF)

This occupational title designates individuals working in a variety of career development settings. A Career Development Facilitator (CDF) may serve as a career group facilitator, job search trainer, career resource center coordinator, school guidance counselor, school to work instructor, career coach, career development case manager, intake interviewer, occupational and labor market information resource person, human resource career development coordinator, employment/placement specialist, or workforce development staff person.

Several professional groups recognized that many individuals who are currently providing career assistance are not professional counselors. The CDF credential was developed to provide standards, training specifications and credentialing for these career providers.

Course Description:

The entire CDF curriculum focuses on training in each of the twelve career development competencies. It is intended to build on current career development knowledge with the support of hands-on interactive training opportunities. Each CDF class will explore the curriculum together and forms its own support network that individuals can draw upon during and after the class. CDF-Course II focuses on 4 of the 12 career development competencies: developing helping relationships, client diversity, ethics in career development, and employability skills.

Required Reading:

- Career Development Facilitator Curriculum, Second Edition
  Edited by: JoAnn Harris-Bowlsbey, David Reile and Barbara Suddarth

- Selected journal articles.

Other References:

A Guide to Planning and Implementing K-12 Career Development Programs
Judith Ettinger, Ph.D.

A Counselor’s Guide to Career Assessment Instruments
Jerome T. Kapes and Edwin A. Whitfield, Editors

No One is Unemployable: Creative Solutions for Overcoming Barriers to Employment
Debra L. Angel and Elisabeth E. Harney
CAREER DEVELOPMENT FACILITATOR: COURSE II

Course Objectives for CDF-Course II:

Developing a Helping Relationship

1. Define the helping skills (including attending, listening, reflecting, and encouraging) and apply them in an interview setting.
2. Construct open-and closed-ended questions and demonstrate the appropriate use of each type.
3. Identify a client’s needs, strengths, and barriers.
4. Explain how to help clients establish long-and short-term goals and use them as the basis of an action plan; cite methods used to assist the client to accomplish the plan.
5. Construct and maintain a comprehensive file of community sources for client referral.
6. Explain when and how to terminate service to a client.

Using your Helping Skills with Diverse Populations

1. Describe diversity and trends toward a diverse workforce.
2. Describe new attitudes toward and approaches to managing diversity in the workplace.
3. Describe the groups that make up the diverse workforce.
4. State their own attitudes toward the different populations described in this chapter.
5. Examine both organizational and individual barriers that may affect career planning and success for individuals from diverse backgrounds.
6. Demonstrate CDF skills and attitudes needed to assist diverse groups with career development.
7. Describe laws that relate to diverse populations.

The Ethics of the Career Development Facilitator

1. Apply the ethical standards for the behavior of CDFs to specific cases.
2. Describe a method that CDFs can use to decide if they are getting outside the limits of their knowledge and assigned scope of work and apply it to specific cases.
3. Identify a consultant/supervisor and call upon that person to assist with decisions about ethics and how to deal with specific clients.
CAREER DEVELOPMENT FACILITATOR: COURSE II

Course Objectives for CDF-Course II: (continued)

Job-Seeking and Employability Skills

1. State the advantages and disadvantages of various job search strategies.
2. Define and describe the benefits of networking and describe the four major networking groups.
3. Define informational interviewing and describe the process of conducting an informational interview.
4. State the primary purpose of a resume and create one that will attract job interviews.
5. Explain the interviewing process and coach clients in effective interviewing techniques.
6. Describe the importance of a job club and aid in facilitating one.
7. List traits that assist in job retention.

Course Requirements for CDF-Course II, Undergraduate Credit:

1. Attendance and active participation is required. If more than 10% of class time is missed, that will be cause for non-completion of the course and thus ineligibility for certification. (20%)
2. Complete all assigned readings and assignments and be prepared to discuss them in class. (20%)
3. Maintain and submit all journal assignments. (20%)
4. Case history summary: The case history summary is a profile of a typical student. It will be used to apply concepts learned in class. At the end of the course a three page summary of the case is expected. (20%)
5. Students will prepare a plan on how material can be integrated as part of their educational assignment. (20%)

Course Requirements for CDF-Course II, Graduate Credit:

1. Attendance and active participation is required. If more than 10% of class time is missed, that will be cause for non-completion of the course and thus ineligibility for certification. (15%)
2. Complete all assigned readings and assignments and be prepared to discuss them in class. (15%)
3. Maintain and submit all journal assignments. (20%)
4. Case history summary: The case history summary is a profile of a typical student. It will be used to apply concepts learned in class. At the end of the course a five page summary of the case is expected. (25%)
5. Develop a work-based plan for integrating all career development competencies learned. A short presentation is required (25%)
Each student is expected to complete the following:

**Career Portfolio:** Each student needs to complete a Career Portfolio at the conclusion of the CDF II. The portfolio can be your own or of a friend/client. If you chose a client/friend you will need to act as a facilitator to help the individual understand their portfolio and notes must be included illustrating the key points of the discussion.

**Journal:** The journal assignment will give you the opportunity to reflect on the learning and reinforce course concepts. Please use the journal to explore your beliefs, observations and reactions to course material, group discussions, assigned readings, current issues in the media. Please use the journal to express yourself freely and honestly. Entries will be confidential and reviewed only by the instructor.

**Case History:** The case study is a profile of a typical client or student. It will be used to apply concepts learned in class. Include this profile as part of your first journal entry. Include information on the following (if available and appropriate)

- Name (first only)
- Age
- Gender
- Grade Level (if in school)
- Educational History
- Special Concerns
- Limitations Set by Government Policies
- At-Risk for any reason?
- Assessment scores
- Relevant Background issues
- Work Experiences
- Personal Appearance
- Behaviors Worth Noting
- Communication Concerns
- Career Development Needs
- Additional Information

At the end of the session, you will need to summarize how the student/client might be helped with you new knowledge. Those taking the course for undergraduate credit need to write three pages and those taking it for graduate credit need to write five pages.

**Personal/Work Action Plan:** At the end of the session each person is expected to develop an action plan for themselves or adapt an organizational action plan using career development concepts from the course. A guide to the work/action plan will be offered in class.

**Presentations:** Various short presentations will be required for all students. Those taking the course for graduate credit need to prepare a 10 minute presentation of their case history assignment.
<table>
<thead>
<tr>
<th>Session and Date</th>
<th>Unit Covered</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>#1 June 14, 4-8 p.m.</td>
<td>Introductory Unit</td>
<td>Bring Required Text</td>
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<tr>
<td>Student Center (SC) 210</td>
<td>Review Syllabus and Requirements</td>
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**Content**
- Carmen Leuthner of UWGB/Ice Breaker
- What is a Career Development Facilitator?
- Break
- Requirements for certification as a CDF
- Self-Assessment of CDF Competencies
- Journal writing/case history assignment overview

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<thead>
<tr>
<th>#2 June 19, 8 a.m.-4 p.m.</th>
<th>Unit 1</th>
<th>Developing a Helping Relationship</th>
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<tbody>
<tr>
<td>(SC 210)</td>
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<td>Read Chapter 1</td>
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<td>1st Journal due</td>
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<td>Activity 1-3</td>
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<td>Activity 1-6,1-7,1-8, 1-10</td>
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**Content**
- Review the objectives for chapter 1
- Review page 1-3 and discuss
- Activity: Choosing and Using Feeling Words
- Lunch
- Activity: Reflecting Content and Feeling: Guest Counselor: TBA
- Activity: Asking Open-and Closed-ended Questions
- Prep for next class/case history discussion

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<thead>
<tr>
<th>#3 June 20, 8 a.m.-4 p.m.</th>
<th>Unit 1</th>
<th>Developing a Helping Relationship</th>
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<tr>
<td>(SC 210)</td>
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<td>2nd Journal due</td>
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<td>Activity 1-16, 1-18</td>
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<td>Complete Referral Resource</td>
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<td>Information Form 1-26</td>
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**Content**
- Review helping concepts: Activity Practicing the Helping Skills in an Interview
- Activity: Exploring Client Strengths and Weaknesses
- Activity: Effective Goal Setting
- Lunch
- Activity: Applying the Action Plan to Susan
- Activity: Reflecting on the Termination Process
- Activity: Sharing Information on Referral Agencies
#4 June 21, 8 a.m.-4 p.m. Unit 2 (SC 210) Using Your Helping Skills with Diverse Populations

- Read Chapter 2
- 3rd Journal due
- Complete 2-23 (2-27), 2-24 (2-28)

**Content**
Review the objectives for chapter 2
Guest Speaker: TBA Special Needs Counselor
Guest Speaker: Gema Garcia, Hispanic Student Recruiter
Lunch
Guest Speaker: Kim Schoenholtz, Non-traditional career specialist
Discussion: Your Feelings and Reactions to People from Diverse Groups

#5 June 22, 8 a.m.-4 p.m. Unit 3 (SC 210) The Ethics of the CDF

- Read Chapter 3
- Bring copy of job description or 2 articles that discuss trends or conditions that affect work and workers today
- Complete Worksheet for Ethical Decision-Making and Role Boundaries 3-11
- 4th Journal due

**Content**
Review the objectives for Chapter 3
NCDA Ethical Standards (Revised 2003)
Activity: Website Research
Lunch
Activity: Applying Ethical Standards Worksheet
Discussion: Job Description or articles
Activity: Role Boundary Analysis Chart
Prep for Unit 8

#6 June 23, 8 a.m.-4 p.m. Unit 8 (SC 235) Career Center Job-Seeking and Employability

- Read Chapter 8
- Bring chronological and Functional resume
- 5th and final journal

**Content**
Review the objectives for Chapter 8
Tim Noble: Job Seeking Training Professional
Lunch
Activity: Thinking about your own Network
Activity: Resume and Cover Letter critique session/Interview skills
Prep for final session/case history final questions

#7 July 12, 4-8 p.m. Wrap up (SC 210)

- Action Plan due
- Graduate Presentation of Action Plan
- Case History due July 22

**Content**
Action Plan Presentations: Graduate Competency Overview
Break
Instructor Evaluation
Note: The syllabus will be followed as closely as possible but is subject to change based on the needs and background knowledge of the students.

This CDF Course II addresses the following Wisconsin Standards for Teacher Development and Licensure:

1. Teachers know the subjects they are teaching.
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. Teachers know how children grow.
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. Teachers understand that children learn differently.
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach.
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

6. Teachers communicate well.
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons.
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

9. Teachers are able to evaluate themselves.
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.
Coming in Fall 2006 – CDF: Course III

One UNDERGRADUATE or One GRADUATE credit

• **Course Schedule:** Wednesdays, September 27; October 11, 25; November 8, 2006 (4:00-8:00 p.m.)
• **Location:** NWTC, Green Bay

Last updated May 19, 2006--CL