



Rehab 613: Vocational Development and Career Information

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets online through Blackboard for one hour per week

Dates/Times:

Course Description:

The vocational development component of the course concentrates on the theories of Roe, Holland, Ginzberg, Super, and Tiedeman. The career information component, a major emphasis, directs the student to locate and use sources of educational-vocational information. These sources will include but not be limited to the Dictionary of Occupational Titles, the Occupational Outlook Handbook, the Guide to Occupational Exploration, information on local labor markets and on military careers, occupation-education information, college and vocational school guides and catalogues.

Course Objectives:

The objectives of this course are:

1. Students will acquire an understanding of the meaning of work and work adjustment.
2. Students will acquire an understanding of the major theories of career development.
3. Students will acquire an understanding of the major approaches to career decision-making.
4. Students will acquire an understanding of diversity considerations in career development and career counseling, including issues of gender, ethnicity, disability, and age.
5. Students will develop a beginning competency in acquiring, evaluating, and disseminating career and occupational information.
6. Students will acquire a basic understanding of career assessment approaches and instruments.
7. Students will gain a beginning familiarity with the use of technology in career practice.
8. Students will develop introductory level skills and strategies to assist individuals to make occupational and educational decisions and plans related to career objectives.
9. Students will develop beginning competency in career programming.
10. Students will acquire an understanding of ethical considerations in career practice.

11. Students will formulate a personally relevant, effective model for assisting clients in their area of specialization (e.g., school counseling, rehabilitation counseling, mental health counseling) with work adjustment and career issues.

Required Text

Note Please check with instructor before purchasing the text

Niles, S., & Harris-Bowlsbey, J. (2022). *Career development interventions* (6th ed.). Hoboken, NJ: Pearson. (Hereafter referred to as N&HB)

Method of Instruction:

Readings, lectures, chats, and online investigation. **Note: The weekly session notes should be read before doing the assigned reading for that week**

Course Assessments:

A. Career Autobiography (5 points).

You are to prepare a career autobiography, using the following outline. Give a history of your career development, including each of the eight categories indicated in the following outline.

B. Work Adjustment Theories (10 points).

Pick the best job and the worst job you ever had. Analyze one of them using TWA (satisfactoriness and satisfaction) and analyze the other one using Hershenson's Developmental Model of Work Adjustment (work role behavior + task performance + worker satisfaction). Indicate which model worked better for you and your reasons for this conclusion.

C. Applying CD Theories I (15 points).

For **each** of the six career development theories indicated below, (a) **list and explain** the major constructs of the theory; and (b) indicate how that theory fits, or why it fails to fit, your history (as given in Assignment A).

D. Applying CD Theories II (15 points).

For **each** of the five career development theories indicated below, (a) **list and explain** the major constructs of the theory; and (b) indicate how that theory fits, or why it fails to fit, your history (as given in Assignment A). Be sure to distribute the theories among the categories as indicated below.

E. Critique of Career Information Websites (18 points).

This assignment involves critiquing 9 career information websites (3 educational, 3 occupational, and 3 job search) for their strengths, weaknesses, and appropriate target audience. Completion of this assignment requires knowledge of material presented in in Weekly Session 5.

F. Career Counseling Integration (20 points).

Utilizing what you have learned about career development and career counseling so far in this course (including career assessment and career information) and calling on your own work and life experience,

develop a tentative model of the career counseling process that you can apply in your work as a school counselor, mental health counselor, or rehabilitation counselor.

G. Career Program Proposal (35 points).

Design a program, course or other type of career intervention for actual implementation in a school, mental health, or rehabilitation setting. Your choice of setting should reflect your area of specialization (school counseling, mental health counseling, rehabilitation counseling). Develop the program for presentation to an appropriate decision making group. Your program should be one which could be utilized.

H. Survey Exam 20 points.

Twenty multiple-choice questions covering the full course readings and lecture notes Exam is open book and available from the start of the course, so you may want to download a copy and fill it in as the course progresses.

I. CLASS PARTICIPATION (12 points)

Attendance and participation in the weekly chats is an expectation of this course. If one chat is missed, no credit will be deducted. If, however, two chats are missed, 3 points will be deducted. If three chats are missed, 7 points will be deducted. If four chats are missed, the full 12 points for this part of the course will be deducted.

Grading:

A. Career Autobiography	5
B. Work Adjustment Theories	10
C. Applying CD Theories I	15
D. Applying CD Theories II	15
E. Critique of Career Information Websites	18
F. Career Counseling Integration	20
G. Career Program Proposal	35
H. Survey Exam	20
I. Class Participation	12
TOTAL	150

The final grade will result from points accumulated from these assignments:

A: 136-150 points

B: 121-135 points

C: 106-120 points

F: 105 points or less

UMass Boston Graduate Grading Policy		
Letter grade	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A

NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A
----	---	-----

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](http://www.umb.edu/current-students)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local,

regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.

Rehab 613: Vocational Development and Career Information

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets online through Blackboard for one hour per week

Dates/Times:

Course Description:

The vocational development component of the course concentrates on the theories of Roe, Holland, Ginzberg, Super, and Tiedeman. The career information component, a major emphasis, directs the student to locate and use sources of educational-vocational information. These sources will include but not be limited to the Dictionary of Occupational Titles, the Occupational Outlook Handbook, the Guide to Occupational Exploration, information on local labor markets and on military careers, occupation-education information, college and vocational school guides and catalogues.

Course Objectives:

The objectives of this course are:

1. Students will acquire an understanding of the meaning of work and work adjustment.
2. Students will acquire an understanding of the major theories of career development.
3. Students will acquire an understanding of the major approaches to career decision-making.
4. Students will acquire an understanding of diversity considerations in career development and career counseling, including issues of gender, ethnicity, disability, and age.
5. Students will develop a beginning competency in acquiring, evaluating, and disseminating career and occupational information.
6. Students will acquire a basic understanding of career assessment approaches and instruments.
7. Students will gain a beginning familiarity with the use of technology in career practice.
8. Students will develop introductory level skills and strategies to assist individuals to make occupational and educational decisions and plans related to career objectives.
9. Students will develop beginning competency in career programming.

10. Students will acquire an understanding of ethical considerations in career practice.
11. Students will formulate a personally relevant, effective model for assisting clients in their area of specialization (e.g., school counseling, rehabilitation counseling, mental health counseling) with work adjustment and career issues.

Required Text

Note Please check with instructor before purchasing the text

Niles, S., & Harris-Bowlsbey, J. (2022). *Career development interventions* (6th ed.). Hoboken, NJ: Pearson. (Hereafter referred to as N&HB)

Method of Instruction:

Readings, lectures, chats, and online investigation. **Note: The weekly session notes should be read before doing the assigned reading for that week**

Course Assessments:

A. Career Autobiography (5 points).

You are to prepare a career autobiography, using the following outline. Give a history of your career development, including each of the eight categories indicated in the following outline.

B. Work Adjustment Theories (10 points).

Pick the best job and the worst job you ever had. Analyze one of them using TWA (satisfactoriness and satisfaction) and analyze the other one using Hershenson's Developmental Model of Work Adjustment (work role behavior + task performance + worker satisfaction). Indicate which model worked better for you and your reasons for this conclusion.

C. Applying CD Theories I (15 points).

For **each** of the six career development theories indicated below, (a) **list and explain** the major constructs of the theory; and (b) indicate how that theory fits, or why it fails to fit, your history (as given in Assignment A).

D. Applying CD Theories II (15 points).

For **each** of the five career development theories indicated below, (a) **list and explain** the major constructs of the theory; and (b) indicate how that theory fits, or why it fails to fit, your history (as given in Assignment A). Be sure to distribute the theories among the categories as indicated below.

E. Critique of Career Information Websites (18 points).

This assignment involves critiquing 9 career information websites (3 educational, 3 occupational, and 3 job search) for their strengths, weaknesses, and appropriate target audience. Completion of this assignment requires knowledge of material presented in in Weekly Session 5.

F. Career Counseling Integration (20 points).

Utilizing what you have learned about career development and career counseling so far in this course (including career assessment and career information) and calling on your own work and life experience, develop a tentative model of the career counseling process that you can apply in your work as a school counselor, mental health counselor, or rehabilitation counselor.

G. Career Program Proposal (35 points).

Design a program, course or other type of career intervention for actual implementation in a school, mental health, or rehabilitation setting. Your choice of setting should reflect your area of specialization (school counseling, mental health counseling, rehabilitation counseling). Develop the program for presentation to an appropriate decision making group. Your program should be one which could be utilized.

H. Survey Exam 20 points.

Twenty multiple-choice questions covering the full course readings and lecture notes Exam is open book and available from the start of the course, so you may want to download a copy and fill it in as the course progresses.

I. CLASS PARTICIPATION (12 points)

Attendance and participation in the weekly chats is an expectation of this course. If one chat is missed, no credit will be deducted. If, however, two chats are missed, 3 points will be deducted. If three chats are missed, 7 points will be deducted. If four chats are missed, the full 12 points for this part of the course will be deducted.

Grading:

A. Career Autobiography	5	
B. Work Adjustment Theories	10	
C. Applying CD Theories I	15	
D. Applying CD Theories II	15	
E. Critique of Career Information Websites	18	
F. Career Counseling Integration	20	
G. Career Program Proposal	35	
H. Survey Exam	20	A: 136-150 points
I. Class Participation	12	B: 121-135 points
TOTAL	150	C: 106-120 points

F: 105 points or less

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are

in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](http://www.umb.edu/current-students)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.