



BRANDON UNIVERSITY

Founded 1899

**Faculty of Education
Graduate Studies & Field Research**

**04.710 Career Guidance
Summer 2013 Term 2**

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Moodle Page: <http://moodle.brandonu.ca/course/view.php?id=332>
Enrolment Key - 710

Course Description:

Prerequisite: Approval of Chair of the Graduate Studies Department, Faculty of Education, or permission of the instructor.

A study of occupational and educational information services and the study of several occupational theories and their application in the school guidance and counselling program. Credit cannot be held for both this course and 04:510.

Learning Outcomes:

By the end of this course students should be able to:

Describe the Blueprint for Life/Work Designs;

Demonstrate instructional activities from the MB Ed Career Development curricula;

Demonstrate competence in navigating Career Cruising;

Demonstrate instructional activities from The Real Game

Required Texts & References:

Campus Books will have these for you and if you wish, can ship them to you before the course starts.

Just call them at 204 727 9732 or email Elyse at younge@brandonu.ca

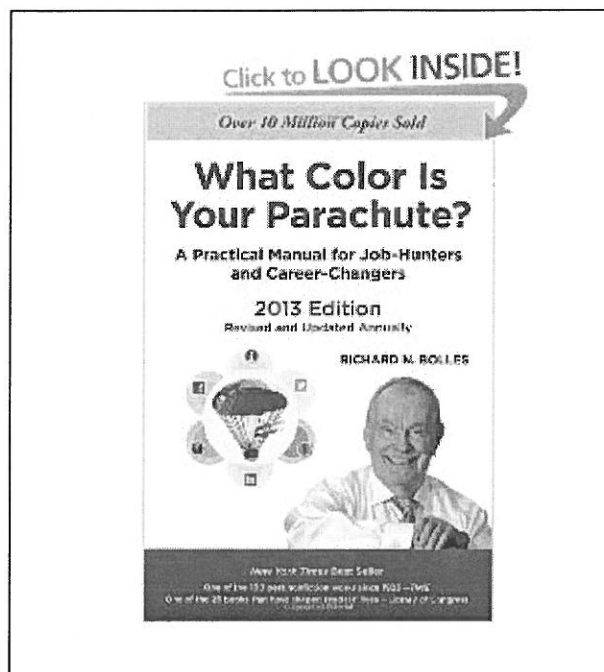
Paperback: 368 pages

Publisher: Ten Speed Press;
13 edition (Aug 14 2012)

Language: English

ISBN-10: 1607741474

ISBN-13: 978-1607741473



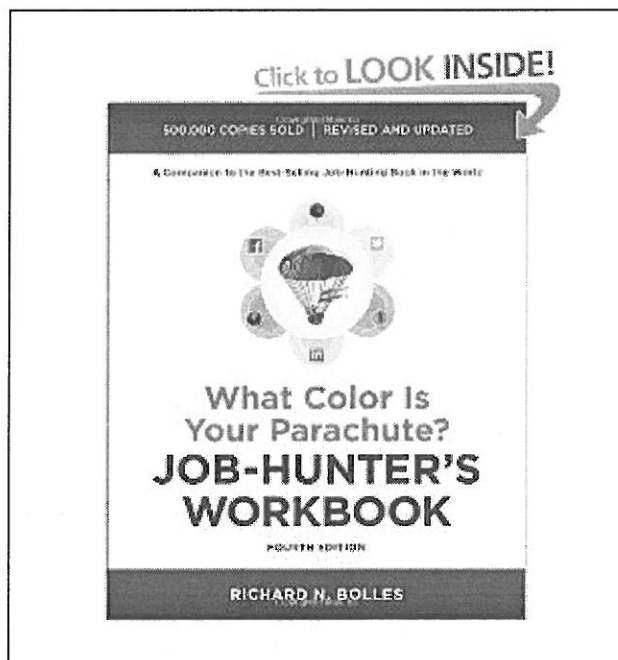
Paperback: 80 pages

Publisher: Ten Speed Press;
4th edition edition (Dec 26
2012)

Language: English

ISBN-10: 160774497X

ISBN-13: 978-1607744979



We will also use these free online resources:

National Life/Work Centre. (2000) *The Blueprint for Life/Work designs*. Saint Joseph, New Brunswick: The National Life/Work Centre. Available at:
<http://www.blueprint4life.ca/blueprint/home.cfm/lang/1>

#Manitoba Education, Citizenship and Youth. (2007) *Manitoba Sourcebook for School Guidance Counselling Services*. Available at:
http://www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/index.html

Canada Career Consortium. (2002) *Destination 2020: Build your work skills*. Ottawa: Government of Canada. Available at: <http://www.tgmaq.ca/byws/game.htm>

Manitoba Entrepreneurship, Training and Trade. (2012) *Manitoba Prospects - Winter, 2013*. Winnipeg: Government of Manitoba. Available at:
http://www.gov.mb.ca/tce/lmi/prospects/2013/Prospects2013_ENG_web.pdf

Amundsen, Norman E., McCormick, Rod, and Pehnell, Gray. (2002) *Guiding Circles: An Aboriginal Guide to Finding Career Paths. Booklet 1: Understanding Yourself*. Saskatoon: Aboriginal Human Resource Development Council of Canada.

Barry, Bill. (1998) *The Be Real Game: High School Edition Grades 9/10*. Saint Joseph, New Brunswick: The National Life/Work Centre.

Barry, Bill. (1999) *The Make It Real Game: Elementary School Edition Grades 5/6*. Saint Joseph, New Brunswick: The National Life/Work Centre.

Manitoba Education Citizenship and Youth. (2005) *Focus on the Future: Career Planning Begins at Home*. Available at:
http://www.edu.gov.mb.ca/ks4/docs/support/c_plan_home/index.html

Manitoba Education and Training. (2003). *A Self Managed Career Portfolio Guide*. Available at: http://www.edu.gov.mb.ca/ks4/docs/support/c_portfolio/index.html

Manitoba Education Citizenship and Youth. (2005) *Focus on the Future: Your Grad Planner*. Available at: http://www.edu.gov.mb.ca/ks4/docs/support/c_plan_grad/index.html

Manitoba Education, Citizenship and Youth. (2007) *Grade 9 Career Development: Life/Work Exploration. Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation*. Available at: http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/index.html

Manitoba Education, Citizenship and Youth. (2007) *Grade 10 Career Development: Life/Work Planning. Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation*. Available at: http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/index.html

Manitoba Education, Citizenship and Youth. (2008) *Grade 11 Career Development: Life/Work Building. Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation*. Draft unedited version Available at:
http://www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/full_doc.pdf

Manitoba Education, Citizenship and Youth. (2008) *Grade 12 Career Development: Life/Work Transitioning. Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation*. Draft unedited version Available at:
http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/full_doc.pdf

Manitoba Entrepreneurship, Training and Trade. (2012) *Manitoba Career Planning Guide*. Winnipeg: Government of Manitoba. Available at: <http://www.gov.mb.ca/tce/lmi/pdf/career2013.pdf>

Manitoba Entrepreneurship, Training and Trade. (2013) *High Demand Occupations in Manitoba*. Winnipeg: Government of Manitoba. Available at: <http://www.gov.mb.ca/opportunities/highdemand.careers.html>

Conference Board of Canada Employability Skills Profile 2000+ http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb

Attendance at Lectures and Practical Work:

(refer to the Graduate Calendar, section 5.3.1)

1. All students are expected to be regular in their attendance at lectures and labs. While attendance *per se* will not be considered in assessing the final grade, it should be noted that in some courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes or notify the instructor that they intend to attend, may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.
4. Instructors may excuse absences for good and sufficient reasons.

Class Schedule:

The class will consist of in-person sessions on July 29, 30, 31, and August 1
All sessions will run from 9:00 AM to 12:00 PM and 1:00 PM to 4:00 PM.

Instructor / Course Evaluation:

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation. Dates of the evaluation will be communicated by the instructor through the Graduate Studies Office.

Statement on Accommodation:

Brandon University is committed to providing reasonable accommodation for individuals with disabilities. Students are responsible for registering with Student Services, providing official documentation, and requesting appropriate accommodation with reasonable advanced notice. If you have registered with the Disability Services Coordinator, please inform the instructor at the beginning of the course. For more information about services for students with disabilities, contact the Disability Services Coordinator located in the Accessible Learning Centre, Room 106 A.E. McKenzie Bldg or call 727-9759.

Academic dishonesty: (refer to the Graduate Calendar, section 5.3.2)

Plagiarism, cheating, falsification of records or research misconduct will result in disciplinary action. A student who is determined to be responsible for academic dishonesty or misconduct may be subject to the imposition of one or more of the following:

- a. requirement to repeat the assignment or examination, with or without grade reduction
- b. assignment of a grade of zero in the assignment, test or exam
- c. assignment of "F-AD" in the course in which the offence is committed
- d. suspension from some or all courses in which a final grade has not been entered and the assignment of "F-AD" in all such courses
- e. suspension from all Brandon University teams, clubs or like organizations for a period of 1 to 5 years
- f. suspension from the faculty for a period of 1 to 5 years
- g. expulsion from the faculty
- h. suspension from the University for a period of 1 to 5 years
- i. expulsion from the University
- j. cancellation or revocation of degree

Course Grade Evaluation:

-Minimum grade requirement for graduate program: B

-Grade Equivalencies:	A+	96-100	B-	70-74
	A	90-95	C+	65-69
	A-	85-89	C	60-64
	B+	80-84	D	50-59
	B	75-79	F	Under 50%

Senate Approved Grading System (From B.U. Calendar)

<i>Verbal Description</i>	<i>Letter Grade</i>	<i>Grade Points</i>
Distinction	A+	4.30
	A	4.00
	A-	3.70
Superior	B+	3.30
	B	3.00
	B-	2.70
Average	C+	2.30
	C	2.00
	C-	1.70
Marginal	D	1.00
	F	0.00
Failure		

Course Assignments (APA version 6.0 required):

- Each module may include minor assignment work on that topic. It could involve a case study, quiz, Q. & A. document, response journal, mini-paper, simulation, video, or some other activity which will allow you to process your learning and demonstrate your knowledge of the topic.
- A summative demonstration of knowledge may be included.

Assignments:

Rather than a small number of major assignments I believe it will be possible to get the maximum benefit from this course with a larger number of smaller assignments. These will give you a first hand exposure and classroom-simulated practice at working with some of the best and most current resources in career counselling. They will provide the chance to share your impressions with the group, and will help to add more variety to the class.

Assignment 1: Guided Tour – Theory Capsule

1. Give us a quick tour of about three units worth (3) of theory capsule(s). Aim for *about five minutes on each capsule.* Create a one-page bullet-point *executive summary sheet* on your theory. (For Holland and Super, you could use two if you need.)

Capsules:

(2) Trait and Factor Theory _____

(3) Person/Environment or Theory of Work Adjustment _____

(1) Ginzberg and Associates _____

(9) Super's Life-Span, Life-Space Approach _____

(2) David Tiedeman _____

(3) Gottfredson's Circumscription and Compromise _____

(2) Ann Roe: A Needs Approach _____

(6) John Holland: A Typology Approach _____

(3) Krumboltz's Social Learning Theory _____

(6) Cognitive Information Processing Perspective _____

(3) Social Cognitive Career Theory _____

(1) Self Efficacy Theory _____

(3) Savickas' Narrative Approach _____

Assignment 2: Guided Tour – Website

2. Give a guided tour of a website. Walk the rest of us through the most useful links so we'll have a good idea what's in the site and how we can use it. *Aim for about fifteen minutes.* If you go past 20 minutes, the class is authorized to hurl vegetables at you. The websites to choose from are marked with this symbol: %

Guided Tours Provided For You:

Career Cruising: www.careercruising.com

Username: manitoba206

Password: careers

Sites You May Choose for Your Guided Tours

% These ones are the most important to see and should be chosen first.

% What Colour is Your Parachute Companion Site <http://www.jobhuntersbible.com/>

Canlearn.ca <http://www.canlearn.ca/cgi-bin/gateway/canlearn/en/home.asp>

% Career Destination.ca <http://www.careerdestination.mb.ca/>

% Career Ship.com <http://www.mapping-your-future.org/features/careership/>

Idealist.org <http://www.idealists.org/>

% Jobs etc.ca <http://www.jobsetc.gc.ca/eng/>

Jobshark.ca www.jobshark.ca

Kiersey.com <http://www.keirsey.com/>

Kingdomality.com www.kingdomality.com

LiveCareer.com www.livecareer.com

% Manitoba Aboriginal Youth Connections
<http://www.edu.gov.mb.ca/abedu/connections.html>

Manitoba Advanced Education and Training <http://www.edu.gov.mb.ca/aet/>

% Manitoba Workinfontet <http://www.mb.workinfontet.ca/>

% Mazemaster <http://www.mazemaster.on.ca/>

MB 4 Youth <http://web2.gov.mb.ca/mb4youth>

Monster.ca www.monster.ca

% National Job Bank HRSDC <http://www.jobbank.gc.ca/intro-eng.aspx>

% National Occupational Classification
<http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml>

Quintessential Careers.com www.quintcareers.com/index.html

% Schoolfinder.com <http://www.schoolfinder.com/>

Scholarships Canada.com www.scholarshipscanada.com

% Skills Canada www.skillscanada.com/en/

Student Awards.com www.studentawards.com

University of Manitoba Career Center <http://umanitoba.ca/student/counselling/resources/>

% University of Waterloo Career Centre www.careerservices.uwaterloo.ca

% Vector <http://www.vector.cfee.org/english/index.php>

% Working in Canada <http://www.workingincanada.gc.ca/home-eng.do?lang=eng>

% Workink.ca (For job seekers with disabilities) www.workink.com/

Workopolis.ca www.workopolis.ca

Assignment 3: Guided Tour – Lesson from *The Real Game*

3. Conduct a lesson activity from *The Real Game*. Show us how the lesson plan is laid out and give us an activity from that lesson. Aim for about 20 minutes for this.

Source: Barry, Bill, and Wright, Susan. (2007) *The Real Game Version 2.0*. Saint Joseph, New Brunswick: The National Life/Work Centre
<http://public.careercruising.com/ca/en/products/cctherealgame/features/>

Assignment 4: Career Interest Inventory Completion and Evaluation

4. Complete the career interest inventories given during our classes with a view to giving your impressions of their usefulness. For each completed inventory, you will do a brief review that should identify positives, drawbacks, and the possible audience it would be useful for.

Assignment 5: Parachute Workbook Activity

5. Complete the worksheets for the *What Color is Your Parachute* book. You can get 5 marks for filling in all the details and having it ready to show and discuss on the date scheduled for it; somewhat less if it comes through later.

Resources: Secondary

Amundsen, Norman E. (2005). *Active Engagement: Enhancing the Career Counselling Process*. Vancouver: Ergon Communications.

Amundsen, Norman E. (2003) *The Physics of Living*. Vancouver: Ergon Communications.

Amundsen, Norman E., & Poehnell, Gray. (2004). *Career Pathways Third Edition*. Vancouver: Ergon Communications.

Amundsen, Norman E., Poehnell, Gray, & Pattern, Mark. (2005). *Careerscope: Looking In, Looking Out, Looking Around*. Vancouver: Ergon Communications.

Bridges, William. (1994) *JobShift: How to Prosper in a Workplace Without Jobs*. Reading, Mass.: Addison Wesley.

Brisbois, Richard, Orton, Larry, and Saunders, Ron. (2008). *CPRN Research Report/April 2008: Connecting Supply and Demand in Canada's Youth Labour Market*. Canadian Policy Research Network.

Brown, Duane. (2003) *Career Information, Career Counseling, and Career Development*. Boston: Allyn & Bacon.

Gysbers, Norman C., Heppner, Mary J., & Johnston, Joseph A. (2003) *Career Counseling: Process, Issues, and Techniques*. Boston: Allyn & Bacon.

Niles, Spencer G., & Harris-Bowlsbey, JoAnn. (2002) *Career Development Interventions in the 21st Century*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Rifkin, Jeremy. (1995) *The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era*. New York: Putnam.

Sher, Barbara. (1994) *I Could Do Anything if I Only Knew What it Was: How to Discover What you Really Want and How to Get it*. New York: Delacorte Press.

Tocher, Michelle. 1998. *Brave Work: A Guide to the Quest for Meaning in Work*. Ottawa: Canadian Career Development Foundation.

Career Education/Guidance Curriculum Websites

British Columbia – in the Health and Career Education box
http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm

Alberta:
<http://education.alberta.ca/teachers/program/cts.aspx>

Saskatchewan
<http://www.education.gov.sk.ca/youth-career-discovery>

Ontario
<http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance.html>

New Brunswick
<http://www.gnb.ca/0000/anglophone-e.asp>
Click on “Student Services” and then in the drop down list click on “Guidance and Counselling.”

Nova Scotia
<http://www.ednet.ns.ca/O2/?q=integrated-career-and-education-planning>

Newfoundland and Labrador
<http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/careered/index.html>

Evaluation Plan

Assignment Weightings

Presenting 3 units of theory capsule to the rest of the crew.		12
Presenting a guided tour of an internet site.		20
Presenting a lesson from The Real Game		30
Completing sections of the Parachute Workbook.	4 X 7	28
Completing and reviewing career interest inventories.		10
	Total =	100

The final mark will be comprised of the total of the assignments. That mark will then be correlated with one of the letter grades above.

Class by Class Overview

Respecting our attention spans, the aim for each class is to avoid carrying on one activity for an extended period. Therefore, each class will include a variety of activities from some main streams that will be continuing through the term.

What to do between now and when the course starts.

- Go to the Moodle page and enrol in the course using enrolment key 710.
- Sign up on the Moodle page for 3 units worth of theory. Then go on the internet and do some research on your theory(ies) of choice.
- Get the "What Color is My Parachute" book and workbook, and start working on it.
- As soon as I hear information on an access code for The Real Game, I will let everyone know about it. In the meantime, if your school has access to it, you can sign up for your lesson in the Real Game Signup forum on the Moodle page and start prepping that.