



California State University, Long Beach
College of Education
Department of Educational Psychology, Administration, and Counseling

Course Information

Course: COUN 693: Seminar in Professional Development in Counseling (Part 1)
Term: Spring, 2008
Meeting Times: 9:00 am – 3:00 pm on February 2, March 15, and April 12
Location: TBD

Instructor Information

Instructor: John L. Hoffman, Ph.D.
Office Location: Academic Services, 214
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College of Education Mission Statement

Our mission is to foster a learning and teaching community committed to educational excellence. Our community

- ◆ promotes intellectual, personal, and interpersonal growth for all students;
- ◆ prepares socially responsible leaders for a rapidly changing, technologically-rich world;
- ◆ values diversity and prepares students for a diverse world;
- ◆ serves and collaborates with other educators and the community;
- ◆ promotes school improvement for all students; and
- ◆ engages in research, scholarly activity, and ongoing evaluation.

Course Description

The purpose of this course is to explore professional development issues focusing on mentoring, networking, and other professional development that is intentional and guided through both on- and off-campus professional development activities. These activities include participation in an intensive experience, a regional or national conference, and class meetings. Class readings and discussions will focus on professional development and life-long learning as a professional.

Student-Based Learning Outcomes

Students will:

1. Participate in this seminar focusing on professional development, mentoring, networking, presentation skills, and the importance of professional involvement beyond the workplace.
2. Become familiar with the range of professional associations for counselors and student development specialists.
3. Participate in professional development activities both on and off campus.
4. Demonstrate competence in developing a professional presentation proposal for submission to a regional or national forum.
5. Explore their network and mentoring support system and evaluate the effectiveness of that system to assist them in achieving their educational and professional goals.
6. Reflect on their skills and competencies for fieldwork.

Required Text and Materials

Magolda, P. M., & Carnaghi, J. E. (Eds.). (2004). *Job one : Experiences of new professionals in student affairs*. Dallas, TX: University Press of America.

Course Requirements

1. Network and Mentoring Plan (Outcomes 1, 5; due March 15)

The purpose of this assignment is for students to assess the strengths and weaknesses of their current professional network and to develop a plan to strengthen it. Students will 1.) develop a professional network and mentor map, 2.) use this as a basis for reflection, and 3.) develop an action plan for strengthening one's network and one's mentor relationships. The scope of the entire paper should consist of a 2-3 page reflection paper*.

2. Professional Development Interview (Outcomes 2, 5; due March 15)

The purpose of this assignment is gain a deeper understanding of the role of professional development in the work of student affairs professionals. Students will interview a student affairs professional with at least 10 years experience who is working a role that the student would like to assume in the future. The interview should focus on how this professional stays current in the field. Following the interview, students will write a 2-3 page reflection paper* in which they evaluate the strengths and weaknesses of this practitioner's professional

development work and consider the implications for their own professional development planning.

3. Conference Attendance (Outcomes 2 & 3; due May 12)

The purpose of this assignment is familiarize students with the role of professional conferences in ongoing professional development work. Students must attend a regional or national professional development conference and write a 2-3 page reflection paper summarizing 1.) what they learned and how they plan to use it; 2.) who they met and how they plan to stay in contact; and 3.) their overall impression of the professional conference experience. Note that students who elect to attend a regional conference for part one of COUN 693 will be required to attend a national conference for part two of the course; students who attend a national conference for part one will attend a regional conference for part two.*

4. Program Proposal (Outcome 4; due May 12)

The purpose of this assignment is for students to gain familiarity in developing a program proposal for a professional conference. Students will select a conference that they wish to attend during the coming year, research the requirements and deadlines for submitting a program proposal for this conference, and then develop a written program proposal using the conference guidelines.

5. Fieldwork Self-Assessment (Outcome 6; due May 12)

The purpose of this assignment is for students to prepare for the fieldwork experiences in COUN 643b and COUN 644b. Students will use the format provided in class by the instructor to assess their current strengths and weaknesses as practitioners. Based on their self-assessment, students will develop a plan to help them identify and shape their fieldwork experience. The fieldwork plan will include potential learning outcomes for fieldwork as well as identification of potential fieldwork roles and/or sites.

6. Informed Contribution (Outcomes 1-6; May 12)

The purpose of this assignment is for students to self-assess their contribution to the learning of this class as it will be reflected in their final course grade. Students will submit a rationale, not to exceed one page in length, for their final course grade. When completing this rationale, students should consider 1.) the quality of their course preparation (readings), 2.) their engagement in class activities, 3.) the depth of their reflection exercises, and 4.) the overall quality of their written assignments. As the instructor, I hold the right to change student assigned grades for this assignment.

* The first three assignments require students to complete a reflection. The standard format for reflections in graduate programs is a 2-3 paper; however, working professionals often utilize other approaches to reflection that are more meaningful and/or effective. Students and/or groups of students may propose alternative methods for completing the reflection requirements in this class.

Grading

Students may earn a possible 100 points in this course. The final grade will be based on the following point allocations. Grades will not be rounded up.

97-100	A+	87-89	B+	70-79	C
93-96	A	83-86	B	60-69	D
90-92	A-	80-82	B-	0-60	F

Policy for Withdrawal

Withdrawals during the final three weeks of instruction are not permitted except in cases such as an accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control.

Incompletes

Incompletes are strongly discouraged and granted only in cases of dire emergencies beyond the student's control. In such cases, university policy states that at least 2/3 of course assignments must be complete before an incomplete can be granted.

Statement Regarding Students with Disabilities

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of Disabled Student Services on campus.

Appendix A: Course Schedule

<i>2/3</i>	<u>Topics</u>	<u>Readings Due</u>	<u>Assignments Due</u>
	<ul style="list-style-type: none">• Student Affairs as a Profession• Professional Standards• Review of Course Syllabus	<ul style="list-style-type: none">• None	<ul style="list-style-type: none">• None
<i>3/17</i>	<u>Topics</u>	<u>Readings Due</u>	<u>Assignments Due</u>
	<ul style="list-style-type: none">• Networking & Mentoring Relationships• Making the Most of Professional Conferences• Conference Proposals• Fieldwork Self-Assessment	<ul style="list-style-type: none">• Chapters 1-8 in the Magolda & Carnaghi text	<ul style="list-style-type: none">• Network and Mentoring Plan• Professional Development Interview & Reflection
<i>5/19</i>	<u>Topics</u>	<u>Readings Due</u>	<u>Assignments Due</u>
	<ul style="list-style-type: none">• The Collaborative Job Search Process• Debrief Experiences• Next Steps	<ul style="list-style-type: none">• Chapters 9-13 in the Magolda & Carnaghi text	<ul style="list-style-type: none">• Conference Attendance and Reflection• Program Proposal• Fieldwork Self-Assessment and Plan• Informed Contribution