Syllabus -- EDCP 789A -- Advanced Topics in Counseling & Personnel Services: First Year Seminar
Fall 2012 & Spring 2013

Instructors
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Meeting room & time: EDU 0202, Friday 12:00 - 1:30; except for monthly CAPS Colloquia at the same time and other meetings announced from time to time in other venues

Course Description and Broad Objectives

This seminar is required of all first-year Fellows in Counseling Psychology, School Psychology, and Counselor Education (COPE), and is open to any COPE doctoral student who is considering an academic or research career and who has not already completed it. It focuses on students’ personal career development issues, with an emphasis on academic and scientific career possibilities. The seminar provides a forum for discussion of participants’ experiences in research and scholarship as fellows.

Objectives

Aims of the seminar include (a) knowledge of the nature, demands, rewards, challenges, and satisfactions of alternative career paths in counseling and applied psychological fields; (b) development of personal career and educational development plans; (c) awareness of the nature and sequence of opportunities and requirements for career advancement during graduate school; (d) understanding of the social system of science and academe and how it influences career development; and (e) facility in making personal plans and plans to influence organizations in which one works.

Learning Structure

Discussion or research topics may include (a) the social system of science with implications for career development in COPE fields, (b) selecting and working with an advisor, (c) the careers of eminent individuals in counseling and personnel services, (d) careers of COPE faculty, (e) research on career advancement in COPE fields, (f) research craft skills, (g) accessing the literature, (h) planning and developing one’s own career, (i) publishing and the review process, (j) integrity in research and training, (k) preparing oneself for teaching at the college or university level, (l) getting funded through grants or fellowships for advancing one’s career as a graduate student, and (m) influencing work environments and social organizations.

The seminar will meet weekly in both Fall and Spring semesters to pursue career development topics and issues, particularly as they relate to research or academic pursuits and to undertake
activities related to career development in graduate school and in a COPE field over time.

The group will meet weekly. Approximately one of these weekly meetings each month will involve attending the departmental colloquium series. Attendance at these colloquia is required. Time in the other meetings will be devoted to planning and conducting professional development activities that meet the following criteria: (a) of interest to the fellows, and (b) are related to developing successful careers in science or academics. Group meeting time will be devoted to (a) planning professional development activities and a group-conducted research project; (b) conducting these activities through invited speakers, trips, or investigations; (c) other pertinent activities upon which the members of the group may decide. A list of potential topics/activities for development by fellows is appended at the end of this document. Active participation in the development and conduct of these activities is required. Participants may elect to invite departmental faculty, more advanced students, program graduates, or other scientists/scholars to meetings in order to become acquainted with their work, views, career, or other aspects of their life.

Evaluation Criteria

The course is graded satisfactory/unsatisfactory, based on the degree of active participation in the colloquium series and group sessions and projects.

A grade of incomplete is available only for work which has been of passing quality throughout the term in circumstances in which there is good reason the work cannot be completed and with the approval of the instructor. Students should discuss anticipated obstacles in a timely fashion (not at the end of the term).

Disability Accommodations

If you have a documented disability and would like for me to consider special learning accommodations, please let me know as soon as possible.

Academic Integrity Policy

The University has approved a Code of Academic Integrity (available at http://www.studenthonorcouncil.umd.edu/code.html). The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Code is administered by a Student Honor Council, which strives to promote a “community of trust” on the College Park campus. Allegations of academic dishonesty can be reported directly to the Honor Council (314-8206) by any member of the campus community.

Commitment to Multiculturalism

The Department of Counseling, Higher Education, and Special Education and the Program in Counseling Psychology, School Psychology, and Counselor Education is committed to creating an
environment in which individuals’ diversity and opinions are respected. All seminar participants are urged to contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others’ outlooks throughout this course.

Course Evaluations

CourseEvalUM is a course evaluation system provided by the university that is intended to promote student involvement in evaluating courses at the University of Maryland. CourseEvalUM will be open for you to submit your evaluations for courses near the end of each semester. Go to www.courseevalum.umd.edu to complete your evaluation. Please use this system.

Policy on Religious Holidays

The University policy “Assignments and Attendance on Dates of Religious Observance” provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.

Potential Career Development Activities/Topics and Research Areas

1. What characterizes the careers of eminent scientists in our field when we examine their careers and products (e.g., via vitas or bibliographic sources)?
2. Summarizing research on eminence in science. Or, conducting new research on eminence in science.
3. How to develop a research career.
4. What happens at . . .
   a. a thesis proposal meeting?
   b. a thesis defense?
   c. a dissertation proposal meeting?
   d. a dissertation defense?
5. How to publish; how to navigate the publication process.
6. Preparing manuscripts for publication.
7. Getting a grant to fund dissertation research.
8. How to find and use archival data related to your area of interest.
9. What advice do graduate students who have been productive of research have to offer about promoting one’s career?
10. How can one influence the degree of collegiality or improve the social climate of one’s workplace?
11. What do productive/satisfied faculty members like about their jobs? (Interview project?)
12. Assessing one’s own skills in comparison to the range of what there is to learn. Planning to acquire desired competencies.
13. How can one prepare for college or university teaching?
14. What is the job search/interview process like for academic and scientific jobs?
15. What obstacles and resources does an academic/research career present for one’s home/family life?
16. What are the financial rewards and uncertainties of alternative careers in my field?
17. Planning the early stages of a research/academic career.
18. How to get involved in scientific/professional conferences.
19. What have successful former COPE doctoral students done?
20. How to get your research noticed.
21. How to get your own research done.
22. Improving one’s writing skills.
23. . . .

Some Resource Materials

Research Training


Publishing and Writing Well (and Getting it Done!)


Finding Research Questions


Eminence and Getting Ahead in Science and COPE Fields

Gottfredson, G. D. (1999). John Holland’s contributions to vocational psychology: A review and


**Publication Process**


**Journal Quality and Where to Publish**


Thomson Reuters JCI ranking table for Applied Psychology—generate reports for any field from the Social Science Citation Index.

**Research and Practice Careers**

Center for Workforce Studies, American Psychological Association.. Salary and other surveys in psychology. (Google the Web site; address seems to change periodically.)


**Mentors and Advisors**


**Nature of the Scientific Enterprise**


**Career-Family Issues**

