



COUN 5012 Career Counseling Summer 2020

Tuesdays 5:30pm-8:00pm

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Office Hours: By appointment

Course Description

This course will introduce students to career and vocational development and the issues that may arise or interfere with that process. Students will explore resources and instruments that may assist individuals in this developmental process. 3 hours (prerequisites: COUN 5000)

Method of Instruction

The content of this course will be delivered through assigned readings, seminar discussions, multimedia presentations, case presentations, and small group discussion.

LaGrange College Student Learning Outcomes (LC SLO):

1. Students will demonstrate creativity by approaching complex problems with innovation and from diverse perspectives.
2. Students will demonstrate critical thinking by acquiring, interpreting, synthesizing, and evaluating information to reason out conclusions appropriately.
3. Students will demonstrate proficiency in communication skills that are applicable to any field of study.

Course Objectives

Students will

- 1) Demonstrate understanding of career development theories and decision-making models. (CACREP II.F.4.a)
- 2) Demonstrate understanding of interrelationships among and between work, family, and other life roles/factors including the role of multicultural issues in career development. (CACREP II.F.4.b)
- 3) Identify and use career, vocational, educational, and occupational and labor market information resources and career information systems. (CACREP II.F.4.c)
- 4) Assess the conditions of the work environment on client's life experience (CACREP II.F.4.d)
- 5) Demonstrate understanding of strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. (CACREP II.F.4. e)
- 6) Demonstrate understanding of career development program planning, organization, educational planning, implementation, administration and evaluation. (CACREP II.F.4.f)
- 7) Demonstrate understanding of major career counseling processes, techniques and resources including those applicable to specific populations in the global economy. (CACREP II.F.4.g)
- 8) Demonstrate understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management. (CACREP II.F.4.h)

- 9) Demonstrate understanding of major assessment instruments and techniques relevant to career planning and career decision making. (CACREP II.F.4.i)
- 10) Demonstrate understanding of ethical and culturally relevant strategies for addressing career development. (CACERP II.F.4.j)

Required Textbooks

Niles, S.G., & Harris-Bowlsbey, J. (2016). *Career development interventions in the 21st century* (5th Ed.). New York, NY: Pearson.

Various other articles and online resources will be assigned during the course.

Student Expectations

Expectations for this class include the following:

1. **Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by reading all assigned material and by bringing any written or electronic assignments required for class.
2. **Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardiness. Grades may also naturally suffer when students are not present for class.
3. **Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. Any extenuating circumstances must be discussed with the professor before the due date. How these circumstances are handled is solely at the discretion of the professor.
4. **Submit Electronically:** All written assignments are to be submitted electronically as email attachments or within Moodle on or before the due date.
5. **Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
6. **Be Electronically Respectful:** Students will refrain from using cell phones or other electronic devices during class time, except in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class or to leave class as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please silence all phones and keep them out of sight during class time; they should be kept in purses, pockets, or book bags.
7. **APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.
8. **Have Fun:** Students are expected to have fun learning about the subject matter.

Assignments

A. Attendance, Participation, and Professionalism (10 points; 5% of final grade)

Each week students will be expected to participate through classroom discussions, small groups, or other activities. Students will be required to participate each week in these groups. Each group/partnership will contribute to discussions and report to the class on their findings. Students will also participate in individual in-class assignments which may include test taking and scoring. Attendance and participation points are factored in for each class. Absences and tardiness have the potential to affect your final grade negatively. If you have more than two (2) unexcused absences the final grade will drop by one letter.

B. Reflective Career Paper (50 points; 25% of final grade) (Course Objectives 1, 5, 9,)

Select at least one career development theory (found in Chapters 2 & 3 of our text) and apply the theory to your own career development while covering the following:

- I. Include a description of your career history
- II. Discuss in general of any career assessment instruments you may have taken and what insight this has added to your sense of career choice and development
- III. Provide a conceptualization of your current career situation as it relates to the theory or theories you chose and suggested future career directions framed within the approach you are using.

Papers should integrate theoretical knowledge with personal experiences and represent an examination of your career history and career path. Should be a minimum of 3-double-spaced pages in length and written in **APA format**. Sources used should include more than the textbook.

Note: this is a Key Performance Indicator (Standard CACREP II.F.4)

C. Career Program Proposal (50 Points; 25% of final grade) (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

This assignment will have you researching and designing a career development or education program proposal for a selected population. Imagine that this would be a program that you would actually go out and implement with your chosen population. Develop your proposal in a powerpoint presentation that addresses all of the following based on steps as explained in Niles & Harris-Bowlsbey (2009):

- 1st Step: First, select a client population that would be appropriate for a career development or education program. Examples of (but not limited to) appropriate populations include college freshman, high school seniors, elementary students, people transitioning to new careers, the recently unemployed, etc.
- 2nd Step: Determine the needs and characteristics of the population using peer-reviewed and scholarly resources. Use academic journals such as (but not limited to) the *Journal of Counseling and Development*, *Career Development Quarterly*, *Journal of Career Assessment*, *Journal of Counseling Psychology*, or *Journal of Vocational Behavior*.
- 3rd Step: Write three clear and measurable objectives that your population will achieve as a result of attending your program.
- 4th Step: Determine how you will deliver the career development or education program. Whether it is a workshop, online program, or other delivery system, you will have to justify why this is the best way to reach and deliver this program to your population. Include in the proposal the type of setting proposed and a rationale for using this setting.
- 5th Step: Determine the content of the program. Provide an outline of the content of your program. When you participants take part in your program, what will they be doing and what content will they be taking in?

- 6th Step: Determine the cost of your program. Provide the basic costs of your program. Are there facilitator, material, facility costs?
- 7th/8th Step: These steps are combined in many ways. How will you begin to promote and explain your services? How you will plan to explain and promote the program to potential funders. Additionally provide a brief marketing plan to get the word out to possible participants.
- 9th Step: How will you evaluate the program? How will know if you were successful in delivering the program? How will you know if the participants benefitted? How will you generate feedback that will help you improve the program in the future? How will you use positive feedback from participants?

Each student will create a powerpoint presentation that represents the above criteria. Proposals will be presented in class.

Note: this is a Key Performance Indicator (Standard CACREP II.F.4)

D. Quizzes (40 points; 20% of final grade) (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

There will be several multiple-choice quizzes.

Note: this is a Key Performance Indicator (Standard CACREP II.F.4)

E. Final Exam (50 points; 25% of final grade) (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

A comprehensive final exam (multiple choice and true false) will be given on Connect.

Note: this is a Key Performance Indicator (Standard CACREP II.F.4)

Assignment Point Breakdown

Atten., Partic. & Professionalism	10 points
Reflective Career Paper	50 points
Program Proposal	50 points
Quizzes	40 points
Final Exam	50 points
Total	200 points

Grading Scale	
A	180-200
B	160-179
C	140-159
D	120-139
F	<120

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student’s own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student’s work.

Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodation Policy and Procedures

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodations of all medically documented disabilities. If you have a disability, please contact Brandi Cameron, Coordinator of Learning Disability Support Services at 706-880-8269. She is located in Smith Hall in room 121.

Date			Topic	Assignment	Due
Class 1	June	2	Review of Syllabus	Zoom Meeting	
Class 2		9	<i>-Introduction to Career Counseling & Career Development Theories</i> <i>-Understanding and Applying Theories of Career Development</i>	Read Chapter 1 Read Chapter 2 Zoom Meeting	
Class 3		16	<i>-Understanding and Applying Recent Theories of Career Development</i> <i>-Providing Culturally Competent Career Development Interventions</i>	Read Chapter 3 Read Chapter 4	Quiz 1 (chapters 1-2)
Class 4		23	<i>-Assessment and Career Planning</i> SII Interpretation <i>-Career Information and Resources</i> <i>-Strong Interest Inventory</i>	Read Chapter 5 Read Chapter 6 Zoom Meeting	Quiz 2 (Chapters 3-4)
		30		NO Class	
Class 5	July	7	<i>-Using Technology to Support Career Counseling and Planning</i> <i>-Career Counseling Strategies and Techniques for the 21st Century</i>	Read Chapter 7 Read Chapter 8 Zoom Meeting	
Class 6		14	<i>- Designing Implementing and Evaluating Career Development Programs and Services</i> <i>- Career Development Interventions in the Elementary Schools</i>	Read Chapter 9 Read Chapter 10	Quiz 3 (Chapters 5-8)
Class 7		21	<i>-Career Development Interventions in Middle and High Schools</i> <i>-Career Development Interventions in Higher Education</i>	Read Chapter 11 Read Chapter 12 Zoom Meeting	-Reflective Career Paper Due

Class 8		28	-Career Development Interventions in Community Settings - Ethical Issues in Career Development Interventions	Read Chapter 13 Read Chapter 14 Zoom Meeting	Quiz 4 (chapters 9-12) -Program Proposal Presentations
Class 9	Aug	4	-Ethical issues in career development interventions -Study guide for Final	Read Chapter 15 Zoom Meeting	-Final Exam (chapters 1-15) -Program Proposal Presentations

The professor reserves the right to make changes in this syllabus as is necessary during the semester, especially to the calendar of assignments. Updates will be provided to you either in class or electronically.

Current Course Related Research

- Fickling, M. J. (2016). An exploration of career counselors' perspectives on advocacy. *Professional Counselor, 6*(2), 174–188.
- Ford Jr., D. J., Brown, N. O., & Filmore, J. M. (2019). Utilizing Cultural Competencies and a Narrative Intervention in Career Counseling with Hiv-Aids Clients. *Career Planning & Adult Development Journal, 35*(1), 36.
- Milot, L. F., Le Corff, Y., & Savard, R. (2019). A study of clinical change in individual career counseling. *Career Development Quarterly, 67*(4), 357–364. <https://doi.org/10.1002/cdq.12204>
- Robertson, P. J. (2018). Positive Psychology and Career Development. *British Journal of Guidance & Counselling, 46*(2), 241–254.
- Thompson, M. N. 1. mindi. thompson@wisc. ed., Her, P., Fetter, A. K., & Perez, C. J. (2019). College Student Psychological Distress: Relationship to Self-Esteem and Career Decision Self-Efficacy Beliefs. *Career Development Quarterly, 67*(4), 282–297. <https://doi.org/10.1002/cdq.12199>

Assignment	Points Poss.	Course Objectives
Attendance/Participation/Professionalism	10	
Reflective Career Paper	50	CO 1, 5, 9
Program Proposal	50	CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Quizzes	40	CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Final Exam	50	CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
TOTAL	200	

Career Program Proposal Rubric

	5	4	3	0
Powerpoint Presentation	Presentation was professional and put together well, presenter was professional	Presentation was put together well but presenter could have been more professional during presentation	Professionalism could have been much greater	Presentation was not taken seriously; presenter did not seem interested in presentation
Engagement of Class	Presenter was engaging to audience and professor	Most but not all parts of presentation were engaging to audience and professor	Few parts of presentation were engaging to audience and professor	Presentation was not engaging at all to audience or professor
Selection of Population	Student selected an appropriate population to explore for a career development or education program; and provided justification for the selection of population	Student selected an appropriate population to explore but did not provide a through justification for the selection	Student somewhat selected an appropriate population and provided some justification for the selection	Student did not select an appropriate population to explore for a career development or education program
Needs and Characteristics of Population	Paper identified and provided a thorough description of the needs and characteristics of chosen population	Student somewhat provided a description of the needs and characteristics of chosen population	Student provided a minor description of needs and characteristics of chosen population	Student did not provide a description of the needs and characteristics of chosen population

Measurable Objectives	Student identified three clear measurable objectives that population will achieve by attending the program.	Student identified two clear measurable objectives that population will achieve by attending the program	Student identified one clear measurable objectives that population will achieve by attending the program.	Student identified no measurable objectives that population will achieve by attending the program.
Delivery of Program	Student thoroughly discussed how they will deliver the career or educational program (ex. workshop, online program, etc.). Student also included type of setting.	Student somewhat discussed how they will deliver the career or educational program including setting	Student briefly discussed how they will deliver the career or educational program.	Student did not discuss how they will deliver the career or educational program
Content Outline of Program	Student thoroughly discusses content of program include when participants will take part in program and what they will be doing	Student somewhat discusses content of program include when participants will take part in program and what they will be doing	Student briefly discusses content of program	Student does not discuss content of program
Cost of Program	Student thoroughly discusses cost associated with the program as well as cost of facilitator materials.	Student somewhat discusses cost associated with the program as well as cost of facilitator materials.	Paper briefly discusses cost associated with the program	Paper does not discuss cost associated with the program
Marketing	Student thoroughly discusses marketing strategy including how they will promote services to potential funders.	Student somewhat discusses how they will promote services to potential funders.	Student briefly discusses how they will promote services	Student does not discuss how they will promote services
Evaluation of Program	Student thoroughly discusses how program will be evaluated	Student somewhat discusses how program will be evaluated	Student briefly discusses how program will be evaluated	Student does not discuss how program will be evaluated

Reflective Career Paper Rubric

	10	8	6	0
APA Formatting/References/Writing	Paper was formatted in APA Style and had 0 APA Formatting Mistakes; paper did not have any citation concerns; Paper was well written, had very few grammatical errors, paper was clear and concise, paper was at least 3 pages in length	Paper was formatted in APA style and only had 1 or 2 APA formatting Mistakes, paper did not have many; Paper was well written but had some grammatical errors, paper was at least 3 pages in length citation concerns	Paper formatted in APA style but had many APA formatting errors, paper had several citation concerns; Paper was not clear and concise and had many grammatical errors, paper was less than 3 pages in length	Paper not formatted in APA; Paper was not well written, was not clear and concise and had grammatical errors throughout; paper was less than 2 pages
Description of Career History	Student thoroughly provides a description of career history	Student somewhat provides a description of career history	Student briefly provides description of career history	Student does not provide description of career history
Integration of Theoretical Knowledge	Student thoroughly integrates theoretical knowledge with personal experiences	Student somewhat integrates theoretical knowledge with personal experiences	Student does not show much evidence of an integration of theoretical knowledge with personal experiences	Students provides no evidence of an integration of theoretical knowledge with personal experiences
Career Assessment Instruments	Paper thoroughly discusses career assessment instruments	Paper somewhat discusses career assessment instruments	Student barely discusses career assessment instruments	Paper provided no discussion of career assessment instruments

Conceptualization of career situation/future career directions

Student showcases conceptualization of career situation and future career directions

Students somewhat showcases conceptualization of career situation and future career directions

Student briefly showcases conceptualization of career situation and future career directions

Student provided no conceptualization of career situation and future career directions