



# DOANE UNIVERSITY

## SYLLABUS Career Counseling

### Course and Instructor

*COURSE NUMBER:* COU 662

*COURSE TITLE:* Career Counseling

*COURSE DATES:* October 17<sup>th</sup>-December 17<sup>th</sup> 2016

*CREDIT HOURS:* 3 Credits

*INSTRUCTOR:* Gina Larson, MA, ABD, Transition Specialist

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*OFFICE HOURS:* By appointment

*CLASSROOM* TBA

### Course Description/Outcomes

#### **Course Description:**

This course informs students about vocational and career counseling and experiences of multiple interrelationships of career, family, disabilities, and other roles which affect work. In addition, the impact of multicultural, gender, and lifestyle issues on career decision-making are considered. Exploration of career options within the area of counseling will also be addressed to assist students in discovering opportunities within the field.

#### **Course Outcomes:**

1. Students will have knowledge of the historical and current theories as well as various approaches and strategies related to career counseling.
2. Students will gain insight to career options within the field of counseling.
3. Students will develop understanding to life balance within career opportunities.
4. Students will develop understanding for gender, cultural, lifestyle, and disability issues as they relate to career counseling.

5. Students will expand their research skills.
6. Students will have the opportunity to expand their interview skills while exploring individual's career history.
7. Students will have the opportunity to simulate career counseling sessions learning to utilize assessment results, theories, and develop a career action plan.
8. Students will have the opportunity to respond to a career scenario and formulate a career action plan.

### CACREP Standards Addressed in Course

This course focuses on studies that provide an understanding of the professional knowledge and skills necessary to help people develop life-career plans, with a focus on the interaction of work and other life roles. The course addresses the following CACREP standards:

Number	Standard
	CACREP Core Standards
4.a	theories and models of career development, counseling, and decision making
4.b	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
4.c	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
4.d	approaches for assessing the conditions of the work environment on clients' life experiences
4.e	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
4.f	strategies for career development program planning, organization, implementation, administration, and evaluation
4.g	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
4.h	strategies for facilitating client skill development for career, educational, and life-work planning and management
4.i	methods of identifying and using assessment tools and techniques relevant to career planning and decision making

4.j	ethical and culturally relevant strategies for addressing career development
	Specialty Area Standards (M&F)
	None
	Specialty Area Standards (Mental Health)
	None

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**Measurement of Outcomes**

**Direct (assignment, etc.):** ,Career scenario response, two career history interview summaries, four article summaries, theory simulation, special population paper.

**Indirect (course evaluations):** Instructor Evaluation, peer evaluation.

**Instructional Methods**

<i>Instructional Methods used in the Course</i>	
Discussion	X
Presentation	
Lecture	X
Experiential	X
Student Presentations	X
Case Scenario's	X
Videos/DVDs	X
Seminars	
Other	

**Technology Skills**

<i>Technology Standards met in the Course</i>
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	<b>Instructor Application</b>	<b>Student Application</b>
1. Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.		
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.	<b>X</b>	<b>X</b>
3. Be able to acquire, use and develop multimedia software, (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.	<b>X</b>	<b>X</b>
4. Be able to organize and analyze scientific data.		
5. Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.	<b>X</b>	<b>X</b>
6. Be able to use email.	<b>X</b>	<b>X</b>
7. Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.	<b>X</b>	<b>X</b>
8. Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication applications.	<b>X</b>	<b>X</b>
9. Be able to access and use counseling-related research databases.	<b>X</b>	
10. Be able to perform basic computer operation and maintenance tasks. (operate printer, mice, keyboards, moving files, adding/removing new programs, use antivirus security)	<b>X</b>	<b>X</b>
11. Be knowledgeable about legal, ethical, and efficacy issues associated with delivery of counseling services via the internet.	<b>X</b>	<b>X</b>

### Text and Required Reading

**Required Text:** *Applying Career Development Theory to Counseling*, 6th Edition  
*Richard S. Sharf* ISBN-10:1-285-07544-7 Brooks/Cole Publishing, Published 2013

### Suggestions for Getting the Most from the Course

1. Read the contents of this syllabus. Ask necessary questions early in the term, rather than later.

2. Read all material assigned for each class session ahead of time and be prepared to discuss in class.
3. Respect confidentiality.
4. Ask questions of instructor, yourself and peers, we learn from each other.
5. Participate in class discussions. What you have to say is important.

**Course Requirements**

1. Special Population Paper: Students will select a special population to research and write a paper on your findings in the area of special concerns, considerations, and unique needs in the areas of career/career/lifestyle development. Student will be required to interview two individuals from this population for deeper understanding of this populations career needs for success. 180 points 36% of grade.
2. Career History Interviews (2): Students will interview two individuals from different age brackets on influences, career choices, and summarize comparing and contrasting the two. 90 points 18% of grade.
3. Article Reviews: Students will be provided 4 articles to review and provide a summary on using formatted response form. 40 points 8% of grade.
4. Career Scenario Response: will be provided with a career scenario and select a career theory in which to address the career concerns presented. The following will be required in the response: identify key career concerns, career theory selected and rationale for selection, assessments to be administered to client, activities client would be assigned, development of a career action plan, and finally a reflection on your learning process. 90 points 18% of grade.
5. Theory Simulation: Students will be assigned a theory or theorist to develop a learning presentation to present to their peers and instructor. This learning presentation should be a maximum of 15 minutes followed with a demonstration of the theory with one partner as client and other as counselor. This demonstration should be no less than 45 minutes in lengths. Assessment results should be used in this demonstration. 100 points 20% of grade.

**Evaluation Criteria**

**Final Grade**

The final grade will be based on the following criteria that is based on a weighted grade:

Career History Interviews (2)	-----90 points 18%
Theory Simulation	-----100 points 20%
Special Population Paper	-----180 points 36%
Article Reviews (4)	-----40 points 8%
Career Scenario Response	-----90 points 18%

## Grading Scale:

A+ 98-100	B+ 87-89	C+ 77-79
A 93-97	B 83-87	C 73-77
A- 90-92	B- 80-82	C- 70-72

## Expectations

- Attendance and Participation:** It is expected that students will attend all class sessions except for serious illness or because of other unavoidable circumstances. They are responsible directly to the instructor to see that course requirements are met. **Excessive absence is defined as two per course** and will result in reduction of grade or failure of course.
- Classroom Behavior:** Important aspects of classroom behavior include the following:
  - Being on time, both at the beginning of class and after each break and remaining for the entire class.
  - Feedback to classmates must be respectful, delivered with sensitivity, and must be constructive.
  - Orderly and non-intrusive verbal exchange. This is especially important as conversations (verbal and non-verbal) between class members distract from a professional decorum and continuity of attention for class members, as well as the instructor.
- Late Assignments:** Students will receive a 5% point reduction for every day an assignment is late. Assignments will not be accepted after 5 days from the time it is due.
- Cellular Phones/Pagers and Computers:** Unless you are on call 24 hours a day for crises emergency, cellular phones and pagers must be turned off at all times. Those individuals who are required to be on call must have their cellular phones on a silent function. These individuals must also communicate this requirement to the faculty professor at the beginning of the semester. Internet or computer use while in class must be limited to course related content as directed and determined by the professor. Checking e-mail, instant messaging, and surfing the internet is unacceptable.
- Plagiarism:** Any work that you turn in over the term must be your own. All material that is taken from another source must be referenced. (including presentation and lecture material) Individuals who do not comply with this will at a minimum receive a zero on the assignment and could be penalized as much as failing the class.
- Email:** All communications regarding class will be delivered via Doane email accounts. It is the student's responsibility to check their Doane email account often.

## Course Calendar

Date	Topic	Assignments
10-18	Course Overview and Objectives Discuss current state of employment in America (4.c, 4.f, 4.g), work-life roles and balance (4.b), Milestones in Career Counseling/Vocational Counseling (4.a, 4.j)	<u>Prior to next class:</u> Read Ch.2 & 4 Complete Discovery Packet Complete online assessments Read article and complete summary worksheet
10-25	Discuss trait & factor theory (4/a & 4.e), Chapter 2 & 4 activities (4.c), Discussion of assessment tools, article, & discovery packet (4.b, 4.d, 4.e, 4.i)	<u>Prior to to next class:</u> No formal meeting next class session
11-1	<b>Class will not formally meet, use this time for the following activities:</b> Dyad time to prepare for presentations, conduct career history interviews, complete online assessments (4.a, 4.c, 4.e, 4.f, 4.h,i)	<u>Prior to to next class:</u> Read Ch. 5 & 6 Read article and complete summary worksheet Complete online assessments Complete career history interviews
11-8	Discuss career history interviews and submit (4. B, 4.d)Chapter 5 & 6 discussion (4.a), discuss online assessments (4.e, 4.i), discuss article (4.b)	<u>Prior to to next class:</u> Read Ch.7 & 8 Read article and complete summary worksheet
11-15	Discuss chapters 7 & 8 (4.a, 4.b, 4.d, 4.e) Discuss article (4.c)	<u>Prior to to next class:</u> Read Ch.9 & 10 Read article & complete summary worksheet
11-22	Discuss chapters 9 & 10, complete activity (4.a, 4.b, 4.d,4.e, 4.h) Holland Theory Demonstration (4.a, 4.c, 4.d, 4.f)	<u>Prior to next class:</u> Read Ch. 11 & 12
11-29	Discuss chapters 11 & 12 (4.a, 4.b, 4.d, 4.e) Narrative Theory Demonstration (4.a, 4.c, 4.d, 4.e) Distribute Career Scenario (4.a, 4.b, 4.c, 4.d, 4.g, 4.h, 4.i)	<u>Prior to next class:</u> Read chapters 13& 14 Complete career scenario assignment
12-6	Discuss chapter 13, & 14 (4.a, 4.b, 4.d, 4.e) Krumboltz Theory Demonstration (4.a, 4.c, 4.d, 4.e)	<u>Prior to next class:</u> Read Ch. 15 & 16 Complete and submit Special Population Paper Complete Self-Evaluation Form
12-13	Discuss chapter 15 & 16 (4.a, 4.b, 4.d, 4.e, 4.g,) Career Decision-Making Theory Demonstration (4.a, 4.c, 4.d, 4.e) Discuss development of career development program (4.f) Discuss/Submit Special Population Paper (4.a, 4.b, 4.d, 4.g, 4.h, 4.i)	