



DOANE UNIVERSITY

SYLLABUS

COU 662: Career Counseling

Course Content

<i>Course Number:</i>	COU 662
<i>Course Title:</i>	Career Counseling
<i>Course Dates:</i>	Summer Term; May 21-July 21, 2018
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Courtney R. East, PhD, NCC
<i>Office Phone:</i>	402-467-9025
<i>Office Email:</i>	Courtney.east@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Classroom:</i>	TBA
<i>Meeting Times:</i>	Mondays, 6:00pm-10:30pm

Course Description

This course examines historical and current theories, principles, and practices of vocational and career counseling over a lifespan. The course addresses interrelationships of career, family, and other roles which affect work. The impact of multicultural, gender, and lifestyle issues on careers is considered. Strategies for assessing abilities, interests, values, personality and other factors are explored. The course emphasizes the importance of advocating for diverse clients' career and educational development. Students explore their own career development and enhance helper skills through role play.

Student Learning Objectives (SLO):

1. Students will learn and demonstrate knowledge of theories and models of career development, counseling, and decision making (2.F.4.a).
2. Students will learn and demonstrate knowledge of approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (2.F.4.b).
3. Students will learn and demonstrate knowledge of processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (2.F.4.c).
4. Students will learn and demonstrate knowledge of approaches for assessing the conditions of the work environment on clients’ life experiences (2.F.4.d).
5. Students will learn and demonstrate knowledge of strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (2.F.4.e).
6. Students will learn and demonstrate knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation (2.F.4.f).
7. Students will learn and demonstrate knowledge of strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (2.F.4.g).
8. Students will learn and demonstrate knowledge of strategies for facilitating client skill development for career, educational, and life-work planning and management (2.F.4.h).
9. Students will learn and demonstrate knowledge of methods of identifying and using assessment tools and techniques relevant to career planning and decision making (2.F.4.i; 2.F.7.i).
10. Students will learn and demonstrate knowledge of ethical and culturally relevant strategies for addressing career development (2.F.4.j).

REQUIRED TEXT:

Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2014). *Essential elements of career counseling: Processes and Techniques* (3rd ed.). Upper Saddle River, NJ: Pearson.
ISBN: 978-0-13-285064-3

Supplemental Readings (provided by instructor):

- Brown, D. (2011). Trait-and-factor and developmental theories of career choice and development and their applications. In *Career information, career counseling, and career development* (pp. 25-58). Upper Saddle River, NJ: Pearson.
- Brown, D. (2011). Learning theory-based, postmodern, socioeconomic, and decision-making theories and their applications. In *Career information, career counseling, and career development* (pp. 58-79). Upper Saddle River, NJ: Pearson.
- Brown, D. (2011). Assessment in career counseling and development. In *Career information, career counseling, and career development* (pp. 142-177). Upper Saddle River, NJ: Pearson.

2016 CACREP Standards Addressed in this Course

SLO	2016 Standard Identifier	2016 Standard Descriptor	Assessment
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1	2.F.4.a	theories and models of career development, counseling, and decision making	<ul style="list-style-type: none"> • Reading Reflection Response • Career Interview Paper • Applied Activity
2	2.F.4.b	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	<ul style="list-style-type: none"> • Reading Reflection Response • Career Interview Paper • Applied Activity
3	2.F.4.c	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	<ul style="list-style-type: none"> • Reading Reflection Response • Applied Activity
4	2.F.4.d	approaches for assessing the conditions of the work environment on clients' life experiences	<ul style="list-style-type: none"> • Reading Reflection Response • Career Interview Paper • Applied Activity
5	2.F.4.e	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	<ul style="list-style-type: none"> • Reading Reflection Response • Career Interview Paper • Applied Activity
6	2.F.4.f	strategies for career development program planning, organization, implementation, administration, and evaluation	<ul style="list-style-type: none"> • Program Development and Advocacy Project
7	2.F.4.g	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	<ul style="list-style-type: none"> • Program Development and Advocacy Project
8	2.F.4.h	strategies for facilitating client skill development for career, educational, and life-work planning and management	<ul style="list-style-type: none"> • Reading Reflection Response • Career Interview Paper • Applied Activity • Program Development and Advocacy Project
9	2.F.4.i	methods of identifying and using assessment tools and techniques relevant to career planning and decision making	<ul style="list-style-type: none"> • Reading Reflection Response • Applied Activity
10	2.F.4.j	ethical and culturally relevant strategies for addressing career development	<ul style="list-style-type: none"> • Reading Reflection Response • Career Interview Paper • Applied Activity • Program Development and Advocacy Project
9	2.F.7.i	use of assessments relevant to academic/educational, career, personal, and social development	<ul style="list-style-type: none"> • Reading Reflection Response • Applied Activity

Measurement of Outcomes

Assignments (Direct): Weekly Reading Reflection Responses; Generational Career Interviews and Paper; Various In-Class Applied Activities; Program Development and Advocacy Project

Instructor Evaluations (Indirect): In-class participation of topic discussions and various activities, including but not limited to, role plays, case studies, and article critiques.

Instructional Methods

This class will include direct lecture, class discussion, multimedia use (e.g. videos, PowerPoint), in-class learning activities, reading/reflection assignments, and experiential activities.

Suggestions for Getting the Most Out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Additionally, there will be reading quizzes for each assigned reading that will be reflected in your final grade.
3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, participate! This class is designed to include discussion. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.
5. Be willing to take a risk. Volunteer to role-play in class, this is a time in a safe place to apply and work with the different theories and techniques that we discuss in class. You want to practice now, not when you have your first family sitting across from you!

Course Requirements

All assignments are to be submitted to Blackboard. More information will be provided in class pertaining to each assignment. Rubrics can be found on Blackboard. Students should submit each assignment using 6th edition APA formatting and due at the designated time and date.

1. Attendance and Participation (45 points total; 5 points per class)

A high premium is placed by the instructor on class participation. Grades will be based on the following criteria:

(4-5 points) Ideal/Full Participation --

- Integrating class readings into participation: Often cites from readings; uses readings to support points; often articulates fit of readings with the topic at hand; and
 - Interaction in classroom discussions: Always a willing participant; responds frequently to questions; routinely volunteers point of view; and
 - Interaction in classroom learning activities: Always a willing participant; acts appropriately during all role plays, etc.; responds frequently to questions; routinely volunteers point of view.
- (3-4 Points) *Most Participation* -- Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- (2-3 Points) *Partial Participation*: Passive participation -- present, awake, alert, attentive, but not actively involved.
- (0-2 Points) *Uninvolved or disruptive participation* -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

2. Weekly Reading Reflection Responses (105 points total; 15 points per response)

Submit responses in APA (6th ed.) to Blackboard by 5:30pm prior the start of each class.

Students will respond to questions related to the reading assignment each week. Questions may consist of short answer, essay style, multiple choice, or any combination. The reading assignment will be related to the topics as designated on the schedule for that week. Questions may stem directly from the textbook or may be related to a supplemental reading assignment that will be provided by the instructor. Students are expected to provide thoughtful responses that indicate a developmentally appropriate level of self-reflection, understanding of content material, and ability to apply new knowledge. Students are encouraged to think critically about and apply the reading materials to counseling practice. Citations of materials are expected. These should be prepared as a Word document and copy/pasted into the essay text box of each week's quiz. No response is due weeks 8 and 9. *Weekly Responses should be submitted in APA format, 6th ed. Rubric provided in Blackboard.*

*Please note: LATE weekly reading response/quizzes will NOT be accepted; this includes any quizzes that were started but not completed by the due time. The Blackboard quiz will close automatically at 5:30pm each Thursday and no submission will be accepted thereafter.

3. Assigned In-Class Applied Activity - Varied (100 points)

Submit materials to Blackboard before class on your assigned date. Materials will be presented during class.

Each student will present and/or teach the class an applied activity to supplement the content for that week's learning. This activity may include use of an applied case study, experiential activity, interactive assessment, among others. Topic and due date will be assigned to the student on the first night of class. Each student is asked to respond to the topic with an applied activity in a manner that directly applies knowledge from the associated chapter and/or supplemental readings. Students may bring in outside resources to further back up their rationale for their response. Students will informally present/demonstrate their applied activity to the class and open up the floor for an integrated dialogue among peers regarding the scenario. *Rubric provided in Blackboard.*

4. Career Program Development & Advocacy Project (130 points)

Submit presentation to Blackboard by 6pm on July 9, 2018; Week 8.

Students will learn about the career counseling needs of a particular population and will design a career counseling program which supports these needs and facilitates career development. Students may choose to work individually or as a dyad. Students will present on the needs of the selected population along with a thorough description and rationale of the career program that has been designed. The program must be supported by current literature and/or research from the Counseling field. A minimum of 5 scholarly, counseling-related references are required for support. Each presentation should last 25-30 minutes and should allow time for class discussion. Each presentation must include a handout, including references, to be used as a resource guide for your peers. *Project guidelines and rubric available on Blackboard.*

[2016 CACREP Standards met: 2.F.4.h; 2.F.4.g; 2.F.4.h; 2.F.4.j]

5. Generational Career Interviews Paper (180 points)

Submit paper to Blackboard in APA (6th ed) by 6pm on July 16, 2018; Week 9.

Students are asked to interview two individuals from differing generations in a holistic application of knowledge gained from the entirety of materials presented during the term. Students will explore the career narratives of these two individuals and attempt to identify what underlying assumptions in their narrative also were ultimately present in their own thinking about their career. Be sure to address the impact of social norms/expectations, racism, discrimination, sexism, power, privilege, oppression, and so forth. In describing these narrative, the student should present this section as a case study and should not be conducted as a practice counseling session. Students are to reflect on the similarities and differences between these two narratives. Students are then asked to apply current knowledge of career development theories, use of appropriate assessments, and available vocational resources to discuss how they might provide career counseling services to these individuals. Lastly, students are asked to reflect on the entire assignment to include the addressing of one’s own assumptions, expectations, and biases of their own career narrative. *Papers should be fully formatted in APA (6th ed.). Project guidelines and rubric available on Blackboard.*

[2016 CACREP Standards met: 2.F.4.a; 2.F.4.b; 2.F.4.c; 2.F.4.d; 2.F.4.e; 2.F.4.h; 2.F.4.i; 2.F.4.j; 2.F.7.i]

Evaluation Criteria

Final Grade

The final grade will be based on the following criteria out of 560 total points:

Participation and Attendance	45 points
Weekly Reading Reflection Responses	105 points
Assigned In-Class Applied Activity	100 points
Career Program and Advocacy Project	130 points
Generational Career Interview Paper	180 points

Grading Scale

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below
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									60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Expectations

- Classroom Behavior:** Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Additionally, graduate students are expected to be prepared and on-time for class. Students should additionally be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc.
- Late Assignments:** Students will receive a **5% deduction of grade per DAY** for all late assignments, with the exception of Weekly Responses/Quizzes. No Weekly Response/Quiz will be accepted after the due date. The instructor will not be available to help with technological issues the day of class, so you are encouraged to complete reading assignments and questions prior to class day.

Any in class assignment (e.g., role-plays) must be completed on the day that you have chosen. Due to the time frame given for each class, moving role-plays would become overly difficult and affect the learning of other students. Therefore, in class role-plays must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

- Use of Technology:** Students are asked to behave as graduate students (see 2 above), therefore students should use their own discretion on the use of technology. Any use of computers or phones should be for classroom use only. Should you need to make a call/text please leave the classroom as talking or texting could distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom.
- Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work and do not give ownership of others work will at minimum be given a zero for that assignment.
- Email:** Students should expect to communicate with the instructor through the official Doane University email system. This includes me communicating with you at your given Doane University email and you emailing with me at my official Doane University email (given on the first page).
- APA 6th Edition Writing Format:** Students are expected to follow formatting guidelines of APA for their *Generational Career Interview Paper*. This includes: title page with running head and page numbers; appropriate and accurate use of title, headers, and sub-headers; reference page. Students are

recommended to purchase the APA 6th edition manual. Formatting assistance can also be found on the Purdue OWL website: <https://owl.english.purdue.edu/owl/resource/560/01/>

Tentative Schedule

Week	Date	Reading Assignment	Topic	Assignment Due
1	5/21/18	Ch1	Intro to Career Counseling	<ul style="list-style-type: none"> • Reflection Response due Friday 05/25/18 by 11:55pm
2	5/28/18	Ch 2 & Brown Ch 2-3	Career Theories	<ul style="list-style-type: none"> • Reflection Response (2.F.4.a) • Applied Activity (2.F.4.a)
3	6/4/18	Ch 3 - 5	Career Counseling Relationship and Skills	<ul style="list-style-type: none"> • Reflection Response (2.F.4.b) • Applied Activity (2.F.4.b; 2.F.4.d)
4	6/11/18	Ch 6 & Brown Ch 7	Career Counseling Assessments	<ul style="list-style-type: none"> • Reflection Response (2.F.7.i) • Applied Activity (2.F.4.d; 2.F.4.e; 2.F.7.i)
5	6/18/18	Ch 7, 8	Social, Economical, and Technological Impacts	<ul style="list-style-type: none"> • Reflection Response (2.F.4.c) • Applied Activity (2.F.4.c)
6	6/25/18	Ch 9, 10, 11	Decision Making and Action Plans; Client Evaluation	<ul style="list-style-type: none"> • Reflection Response (2.F.4.h) • Applied Activity (2.F.4.h; 2.F.4.i)
7	7/2/18	Ch 12	Career Counseling in Various Settings (<u>No class meeting; Complete Discussion Forum and work on upcoming assignments</u>)	<ul style="list-style-type: none"> • Reflection Response (2.F.4.j) • Online Discussion Forum (for participation points)
8	7/9/18	None	Program Planning and Advocacy	<ul style="list-style-type: none"> • Program Planning and Advocacy Project (2.F.4.f; 2.F.4.g; 2.F.4.j)
9	7/16/18	None	Review of Career Theories and Developmental Models; Class discussion of Interview Paper	<ul style="list-style-type: none"> • Generational Career Interview Paper (2.F.4.a; 2.F.4.b; 2.F.4.c; 2.F.4.d; 2.F.4.e; 2.F.4.h; 2.F.4.i; 2.F.4.j; 2.F.7.i)

Course Declarations

LiveText/Blackboard Usage: Blackboard will primarily be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean

regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.