



# DOANE UNIVERSITY

## SYLLABUS

### COU 662: Career Counseling

#### Course Content

**Course Number:** COU 662

**Course Title:** Career Counseling

**Course Dates:** Spring 2020; March 9- May 9

**Credit Hours:** 3 Credits

**Instructor:** Arden Szepe, PhD, NCC

**Office Phone:** 402-467-9077

**Office Email:** arden.szepe@doane.edu

**Office Hours:** By Appointment

**Classroom:** TBA

**Meeting Times:** Wednesdays, 6:00 pm – 10:30 pm

#### 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 career 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:

At the conclusion of this course, students will be able to:

1. Learn and demonstrate knowledge of theories and models of career development, counseling, and decision making (2016 CACREP Std: 2.F.4.a).
2. Learn and demonstrate knowledge of approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (2016 CACREP Std: 2.F.4.b).
3. Learn and demonstrate knowledge of processes for identifying and using career avocational, educational, occupational and labor market information resources, technology, and information systems (2016 CACREP Std: 2.F.4.c).
4. Learn and demonstrate knowledge of approaches for accessing the conditions of the work environment on clients' life experiences (2016 CACREP Std: 2.F.4.d).
5. Learn and demonstrate knowledge of strategies for accessing abilities, interests, values, personality and other factors that contribute to career development (2016 CACREP Std: 2.F.4.e).
6. Learn and demonstrate knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation (2016 CACREP Std: 2.F.4.f).

7. Learn and demonstrate knowledge of strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (2016 CACREP Std: 2.F.4.g).
8. Learn and demonstrate knowledge of strategies for facilitating client skill development for career, educational, and life-work planning and management (2016 CACREP Std: 2.F.4.h).
9. Learn and demonstrate knowledge of methods of identifying and using assessment tools and techniques relevant to career planning and decision making (2016 CACREP Std: 2.F.4.i; 2.F.7.i).
10. Learn and demonstrate knowledge of ethical and culturally relevant strategies for addressing career development (2016 CACREP Std: 2.F.4.j).
11. Learn and demonstrate a systems approach to conceptualizing clients (2016 CACREP Std: 2.F.5.b).

**Key Performance Indicator:** This course assesses the KPI for the core area of CAREER DEVELOPMENT

**Identified KPI:** theories and models of career development, counseling, and decision making

**Measurement Tool:** Generational Interview Paper (see assignment details below)

**REQUIRED TEXTS:**

Brown, S. D., & Lent, R. W. (2013). *Career development and counseling: Putting theory and research to work* (2th ed.). Hoboken, NJ: John Wiley & Sons. ISBN: 978-1-118-06335-4

Selected journal articles and book chapters

<b>CACREP Standards Addressed in this Course</b>
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Student Learning Objective	Standard Identifier	Standard	Method of Instruction	Assessment
1	2.F.4.a	Theories and models of career development, counseling, and decision making	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Weekly Quizzes Career Interview Paper
2	2.F.4.b	Approaches for conceptualizing the interrelationships among and between work, mental well-being,	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Career Autobiography Weekly Quizzes Career Interview Diversity Presentation

<b>Student Learning Objective</b>	<b>Standard Identifier</b>	<b>Standard</b>	<b>Method of Instruction</b>	<b>Assessment</b>
		relationships, and other life roles and factors		
3	2.F.4.c	Processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Diversity Presentation Weekly Quizzes
4	2.F.4.d	Approaches for assessing the conditions of the work environment on clients' life experiences	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Weekly Quizzes Career Interview Paper
5	2.F.4.e	Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Weekly Quizzes Career Autobiography Career Interview
6	2.F.4.f	Strategies for career development program planning, organization, implementation, administration, and evaluation	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Program Development and Advocacy Poster Project
7	2.F.4.g	Strategies for advocating for diverse clients'	Direct Lecture; Assigned Readings;	Program Development and Advocacy Poster Project

<b>Student Learning Objective</b>	<b>Standard Identifier</b>	<b>Standard</b>	<b>Method of Instruction</b>	<b>Assessment</b>
		career and educational development and employment opportunities in a global economy	Group Discussion; Videos; Experiential Activities	Diversity Presentation
8	2.F.4.h	Strategies for facilitating client skill development for career, educational, and life-working planning and management	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Weekly Quizzes Career Interview Paper Diversity Presentation Program Development and Advocacy Poster Project
9	2.F.4.i; 2.F.7.i.	Methods of identifying and using assessment tools and techniques relevant to career planning and decision making  Use of assessments relevant to academic/educational, career, personal, and social development	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Weekly Quizzes Career Interview Project
10	2.F.4.j	Ethical and culturally relevant strategies for addressing career development	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Weekly Quizzes Diversity Presentation Program Development and Advocacy Poster Project
11	2.F.5.b	A systems approach to conceptualizing clients	Direct Lecture; Assigned Readings; Group Discussion; Videos; Experiential Activities	Diversity Presentation Program Development and Advocacy Poster Project

### 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

1. **Career Autobiography.** Students will write a 6-8 page paper to help explore who you are as related to the world of work. Students will participate in the Career-in-Culture interview in class as a way to prepare for this paper. Required elements include the following:
  - a. Your earliest career aspirations
    - i. Your earliest memories of your understanding of work/career
  - b. Experiences that have led to your current career path
    - i. Major turning points
    - ii. Major influences
      1. Moments of crisis, confusion, joy, etc. related to your career development
      2. Who or what has helped along the way
      3. Who or what hindered your progress
    - iii. How your cultural background has influenced your career development (e.g., gender, ethnicity/race, sexual identity, socioeconomic status, parent education level, etc.)
  - c. Predictions and goals for the future
    - i. Include thoughts about retirement

This paper should be written in APA format using appropriate headers. Papers should be well-written with cohesive statements your career development path. A rubric will be provided on LiveText. Submit to LiveText. Due March 25<sup>th</sup>. **(50 points)**

2. **Weekly Quizzes.** Seven quizzes will be administered throughout the term. Students will have access to the quizzes prior to the start of class on Google classroom. Quizzes will be on assigned readings. Quizzes will open Thursdays at 8AM and close on Wednesdays at 5:30PM. **(10 pts/quiz x7= 70pts. total)**
3. **Presentation on Diverse Population in the World of Work.** In groups students will cover a different diversity chapter from the textbook (Gender, Race/Ethnicity, Social Class, LGBTQ, Disabilities). In addition to the book chapter, students will find at least three peer-reviewed journal articles relevant to your topic. Create a handout for the class describing demographics, career trends, unique strengths, needs, and barriers. Presentations must be both didactic and experiential. Handouts are due on Tuesday, April 14<sup>th</sup> so they can be printed. Presentations will be presented on April 15<sup>th</sup>. A rubric will be provided on LiveText. Submit presentation and handouts to LiveText. **(50 points)**
4. **Career Program Development & Advocacy Poster Presentation.** Students will identify the career-related needs of a specific population within Nebraska or surrounding states. Students will design a Career Counseling program which supports the needs of this population and facilitates career development. Students may choose to work individually or as a dyad. Students will present on:
  - a. The career-related needs of the selected population
  - b. Rationale for Career Counseling services based on a minimum of 5 Counseling-related scholarly articles
  - c. A thorough description of the student-designed Career Program that supports the population's needs and is based upon current literature. Students should be able to explicitly justify how this program can be provided by counselors.Each presentation should 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. Students are encouraged to incorporate feedback from peers and instructor to submit as a poster proposal to either NCA, NCDA, or ACA. A rubric will be provided on LiveText. Due on May 6<sup>th</sup>. **(130 points)**
5. **Generational Career Interviews Paper.** 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 narratives, 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 in APA format. A rubric will be available on LiveText. Submit papers to LiveText. Due May 6<sup>th</sup>. **(180 points)**

6. **Critical Learning Analysis (CLA).** Students are required to complete and submit a CLA to LiveText. This assignment must be submitted in order to receive a final grade for the course. Due May 6<sup>th</sup>. **(Complete/Incomplete)**

**Evaluation Criteria**

**Grading**

The final grade will be based on the following criteria:

Career Autobiography	50 points	50 points
Online Weekly Quizzes	10 pts each x 7 Quizzes	70 points
Presentation on Diverse Population	50 points	50 points
Career Program Development & Advocacy Poster Presentation	130 points	130 points
Generational Career Interview Paper	180 points	180 points
Critical Learning Analysis	0 points	Complete/incomplete
<b>Total Possible Points</b>		<b>480 Points Possible</b>

**Grading Scale**

<b>A+</b>	100-97	<b>B+</b>	89.9-87	<b>C+</b>	79.9-77	<b>D+</b>	69.9-67	<b>F</b>	Below 60
<b>A</b>	96.9-93	<b>B</b>	86.9-83	<b>C</b>	76.9-73	<b>D</b>	66.9-63		
<b>A-</b>	92.9-90	<b>B-</b>	82.9-80	<b>C-</b>	72.9-70	<b>D-</b>	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-point deduction per day** for all late assignments, **excluding Online Weekly Quizzes**. No late/partial credit will be provided for Weekly Quizzes. The instructor will not be available to help with technological issues the day of class. Any in-class assignment (i.e. Presentations) must be completed on the day that you have chosen. Due to the time frame given for each class, moving activities would become overly difficult and affect the learning of other students. Therefore, in-class activities 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.

3. **Use of Technology:** Students are asked to behave in a manner that reflects the overall attitude and professionalism expected by graduate students, 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.
4. **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. Failure of the course, academic program remediation, and/or dismissal from the MAC program are also potential consequences for plagiarism.
5. **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).

<b>Tentative Course Schedule</b>
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Week/ Date	Topic	Weekly Assignments
1  3/11/2020	<ul style="list-style-type: none"> <li>• Introduction to Career Counseling</li> <li>• History of Career Counseling</li> <li>• Strong Interest Inventory</li> </ul>	<p><b><u>Reading:</u></b> Chapter 1</p> <p><b><u>DUE:</u></b></p>
2  3/18/2020	<ul style="list-style-type: none"> <li>• Career Theory: Holland</li> <li>• Career Theory: Trait and Factor</li> <li>• Career Theory: Super</li> <li>• Career-in-Culture Interview</li> </ul>	<p><b><u>Reading:</u></b> Chapters 2-4</p> <p><b><u>DUE:</u></b> Quiz 1 on Chapters 2-4</p> <p>CiCi Interview</p>
3  3/25/2020	<ul style="list-style-type: none"> <li>• Career Theory: SCCT</li> <li>• Career Theory: Happenstance</li> </ul>	<p><b><u>Reading:</u></b> Chapter 5 &amp; Selected Readings</p> <p><b><u>DUE:</u></b> Quiz 2 on Chapter 5 and selected readings</p> <p>Career Autobiography</p>
4  4/1/2020	<ul style="list-style-type: none"> <li>• Career Theory: Career Construction</li> </ul>	<p><b><u>Reading:</u></b> Chapters 6, 21, 23</p> <p><b><u>DUE:</u></b> Quiz 3 on Chapters 6, 21, 23</p>



	<ul style="list-style-type: none"> <li>• Career Counseling with College Students and Adults</li> </ul>	
5 4/8/2020	<ul style="list-style-type: none"> <li>• Career Counseling Assessments</li> <li>• Values Sort</li> </ul>	<p><b><u>Reading:</u></b> Chapters 14-16</p> <p><b><u>DUE:</u></b> Quiz 4 on Chapters 14-16</p>
6 4/15/2020	<ul style="list-style-type: none"> <li>• Diversity Presentations</li> <li>• Resumes and Cover Letters</li> </ul>	<p><b><u>Reading:</u></b> Selected Readings</p> <p><b><u>DUE:</u></b> Quiz/Response 7 on readings</p> <p>Diversity Presentation</p>
7 4/22/2020	<ul style="list-style-type: none"> <li>• Career Counseling in Various Settings</li> <li>• Current Events</li> </ul>	<p><b><u>Reading:</u></b> Selected Readings</p> <p><b><u>DUE:</u></b> Quiz/Response 6 on readings</p>
8 4/29/2020	<ul style="list-style-type: none"> <li>• Decision Making and Action Plans</li> <li>• Client Evaluation</li> <li>• Complete IDEA Surveys</li> </ul>	<p><b><u>Reading:</u></b> Selected Readings</p> <p><b><u>DUE:</u></b> Quiz 7 on Readings</p>
9 5/6/2020	<ul style="list-style-type: none"> <li>• Program Planning and Advocacy</li> </ul>	<p><b><u>Reading:</u></b> None</p> <p><b><u>DUE:</u></b> Career Program Development &amp; Advocacy Poster Presentation</p> <p>Generational Career Interview Paper</p> <p>CLA (LiveText)</p>

### Course Declarations

**LiveText/Google Classroom Usage:** LiveText and Google Classroom will 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.

### **Title IX Mandatory Reporting**

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University’s Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at [doane.edu/cape-project](http://doane.edu/cape-project)

### **Academic Integrity**

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

### **Accommodations**

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.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

**Military Friendliness Academic Policy**

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog\_

**Catalogs and Calendars**

Doane catalogs, calendars, and student handbooks are available at this website:

<https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

**Doane Library**

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287 ) or by email([library@doane.edu](mailto:library@doane.edu)).

**Changes in Syllabus**

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

**Doane University  
Master of Arts in Counseling Program**

**Statement of Understanding: COU 662 Syllabus**

I \_\_\_\_\_ have fully read and understand the syllabus for COU 662 taught by Dr. Szepe during the SPRING 2020 term. By signing this form, I acknowledge that the following statements are true:

- I understand that I have access to the current version of the syllabus both electronically (Google Classroom) and paper (via request to Dr. Szepe) at all times during the term.
- I acknowledge that Dr. Szepe has verbally gone over the syllabus in class and has offered time in class to address any questions or concerns.
- I understand each of the course assignments, requirements, due dates, and consequences.
- I understand that I may email, call, or schedule a meeting with Dr. Szepe during MAC office hours to discuss the syllabus. I know that I may find contact information on the syllabus.
- I understand that it is my responsibility to reach out to Dr. Szepe if I do not understand any of the requirements or expectations in this course.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date