Course Number and Section: CNEP 5310.001  
Professor: Catherine Cueva, Ph.D., LPC
Class Meeting time: Monday 4:20 – 6:50 PM  
Office: TBA
Class Location: OCNR 145  
Office Phone: 825-3393
Office Hours: TBA  
Email: Catherine.Cueva@tamucc.edu

I. **Course Description**  
CNEP 5310 will provide counselors with the knowledge and skills required to choose, administer and interpret aptitude, interest, and other appropriate instruments used in making career and vocational decisions.

II. **Rationale**  
The integral nature of work across the life span makes the study of work a core component of any counseling program. This course is designed to expose students to career assessment techniques and their practical application in counseling settings.

III. **Proficiencies for School Counselors**  
This course will address all of the following proficiencies for counselors in learner-centered schools.
1. Understanding the counseling and consultation theories and practices, career development theories and assessment.
2. Creating an environment which supports creative problem solving.
3. Promoting the worth, dignity, individuality and potential of individuals.
4. Understanding of consultation and mediation function of school counselors.
5. Understanding of counselor ethics.

IV. **EXCET Competencies for School Counselors**  
This course will address all of the following EXCET competencies.

#### Domain I

**Competency 003: Diversity.** The professional school counselor demonstrates an appreciation of human diversity by providing equitable guidance and counseling services for all learners and promoting a climate of mutual respect in which students learn to value themselves and others.

#### Domain II

**Competency 004: Program Management.** The professional school counselor uses effective leadership skills to plan, implement, and evaluate a comprehensive developmental guidance and counseling program that meets the needs of all learners.

**Competency 007: Individual Planning.** The professional school counselor assists individual learners with their academic, personal, social, and career planning.
**Competency 008: Assessment.** The professional school counselor uses formal and informal assessment to provide information about and to learners, to monitor student progress, and to recommend modifications to the educational environment to help all learners achieve success in school.

**Domain III**

**Competency 009: Consultation and collaboration with school personnel.** The professional school counselor consults with school personnel, provides professional expertise, and establishes collaborative relationships that foster the growth of a support system for the school community.

**Competency 012: Ethical, legal, and professional standards.** The professional school counselor complies with the legal, ethical, and professional standards for Texas public school educators; engages in self-reflection and professional growth activities; and works with colleagues to advance the counseling profession.

V. This course is designed to educate students in the following CACREP areas:

A. (II-K-4-b) Career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.

B. (II-K-4-e) Career and educational planning, placement, follow-up, and evaluation.

C. (II-K-4-f) Assessment instruments and techniques that are relevant to career planning and decision making.

D. (II-K-4-g) Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites.

E. (II-K-4-h) Career counseling processes, techniques, and resources, including those applicable to specific populations.

F. (II-K-4-I) Ethical and legal considerations.

VI. **Topical outline of contents includes, but is not limited to, the following:**

A. Counselor’s role in career assessment

B. Measurement concepts in assessment

C. Selecting a career assessment instrument

D. Using assessment instruments in career counseling

E. Counselor assessment competencies and responsibilities

F. Career assessment
   1. Ability tests
   2. Achievement tests
   3. Interests inventories
   4. Values inventories
   5. Personality inventories
   6. Career maturity inventories

G. Combining Assessment Results
VII. Instructional Methods
Instructional methods include, but are not limited to, discussion, lecture, test administration and interpretation practice, presentations, webCT ancillary materials, and small group activities.

VIII. Evaluation and Grade Assignment

1. Attendance and participation. The experiential nature of this course requires attendance and promptness. There are no excused absences as such; you are expected to monitor your own attendance. As part of class participation students are asked to bring a journal article from professional literature related to the course topic being covered on that day. Students will be asked to share and discuss information from that article during class. You may earn a maximum of 100 points for attendance. Please turn off cell phones during class.

2. Final project. A final project, which serves to synthesize learning from the semester, will be due the last class day. The project consists of an integrative self-interpretation on the career assessments you have taken during the semester (including information from your career intake and career genogram). If a student is unable to attend class on that day, s/he should make arrangements to turn in the exam early.

3. Assessment interpretation and critique. Students will use assessment results of classmates to practice providing interpretations of results. These will be observed by the instructor, with feedback provided. Accurate feedback from your partner(s) will be a part of your grade for this aspect of the class. Improvement in interpretation and synthesizing ability is expected.

4. Group report on a career assessment tool. Students will make a group presentation of approximately 45 - 60 minutes to the class on a type of career assessment, as selected by the group in conjunction with the instructor. By the end of the presentation, class members should be thoroughly familiar with the uses of this type of assessment, as well as the validity, reliability, norms, items, appropriate population(s) and interpretation of one selected instrument within the group. See grading rubric for more details.

5. Career Genogram Assignment. Course participants will construct a genogram of their family focusing on career over three generations (including your generation). A genogram will be developed by using standard genogram symbols, then adding the occupation of each family member. Class participants will identify career patterns in their families. The purpose of this assignment is to help course participants identify generational patterns regarding career. There is no grade assigned for this activity; however, information from this will be part of the final project. Generic outline for career genogram includes:
   Career/occupational patterns of family members
   Special interests of family or family members
   Significant family events/persons influencing your career decision
   Multicultural dimensions (i.e., gender, ethnicity, SES, spiritual belief)
Please note that a career genogram of each class participant is confidential. Class participants make their own decision regarding parameters of their sharing. Students are not allowed to ask questions of the presenter.
Incomplete grades will not be given except in cases of medical emergency. Even then, the bulk of your work must have been completed in order to receive an incomplete grade. Please speak with me early in the course if you are having difficulty so that solutions may be found. If you wait too late in the semester, there may be no way to remediate the problem.

6. Grades:

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<tbody>
<tr>
<td>Attendance:</td>
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<tr>
<td>Instruments Report:</td>
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<td>Final Project:</td>
<td>400</td>
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<td>In-class Interpretation:</td>
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<td>Total Points Available:</td>
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IX. Recommended text


X. Selected Bibliography includes, but is not limited to, the following:


## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter/Assignment</th>
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<tbody>
<tr>
<td>09/09/13</td>
<td>Introduction and overview of class</td>
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<tr>
<td>09/16/13</td>
<td>A Conceptual Model for Using Assessment</td>
<td>Chapter 1/Begin Career Intake</td>
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<tr>
<td>09/23/13</td>
<td>Interpreting Assessment Results</td>
<td>Chapter 2/Continue Career Intake</td>
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<tr>
<td>09/30/13</td>
<td>Measurement Concepts</td>
<td>Chapter 3/Genogram Demo &amp; Info</td>
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<tr>
<td>10/07/13</td>
<td>Ethics and Assessment</td>
<td>Chapter 4/Sign up for Presentations</td>
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<tr>
<td>10/14/13</td>
<td>Aptitude and Achievement Tests</td>
<td>Chapter 5</td>
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<tr>
<td>10/21/13</td>
<td>Group Work/Research Session</td>
<td>Assigned Readings</td>
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<td>10/28/13</td>
<td>Interest Inventories</td>
<td>Chapter 6/Presentation</td>
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<tr>
<td>11/04/13</td>
<td>Personality Inventories</td>
<td>Chapter 7/Presentation</td>
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<tr>
<td>11/11/13</td>
<td>Career Decision Inventories</td>
<td>Chapter 8/Presentation</td>
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<tr>
<td>11/18/13</td>
<td>Computer Assisted Career Guidance</td>
<td>Chapter 9/Presentation</td>
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<td>11/25/13</td>
<td>Career Genogram Assignment</td>
<td>Assigned Readings</td>
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<tr>
<td>12/02/13</td>
<td>Card Sorts and Other Nonstandard Assess.</td>
<td>Chapter 10/Genogram Sharing</td>
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<tr>
<td>12/09/13</td>
<td>Combining Assessment Results</td>
<td>Chapter 11/Presentation</td>
</tr>
<tr>
<td>12/16/13</td>
<td>Final Projects Due</td>
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