I. Course Description

CNEP 5306, Career Counseling, 3 sem. Hrs. Classic and contemporary theories of career counseling development, career counseling issues throughout the lifespan, use of career/occupational testing and computer-assisted guidance systems, sources of educational and occupational information, and career and lifestyle trends. Career services in various settings will be discussed. Multicultural issues and needs of special populations will be presented.

II. Rationale

The integral nature of work across the lifespan makes the study of career a core component of any counseling program. This course is designed to provide a study of career choice, theory, assessment techniques, career information, and career development application in counseling settings.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(2) career development theories and practices;
(4) assessment principles and procedures, including the appropriate use of tests and test results;
(5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling; and,
(11) the integration of the guidance and academic curricula.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

(7) participate in the selection, use, and interpretation of assessment and assessment results; and,
(8) use varied sources of information about students for assessment purposes.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning.
IV. TExES Competencies

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 007 (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

V. Course Objectives/Student Learning Outcomes

PLEASE NOTE: The bold typed standards are the targeted objectives that will be assessed in this course.

This course is designed to enable students to demonstrate knowledge and understanding of:

1. CACREP Standard II-G-1-a: history and philosophy of the counseling profession.
2. CACREP Standard II-G-2-a: multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally.
3. CACREP Standard II-G-3-a: theories of individual and family development and transitions across the lifespan.
4. CACREP Standard II-G-3-e: a general framework for understanding exceptional abilities and strategies for differentiated interventions.
5. CACREP Standard II-G-4-a: career development theories and decision-making models.
6. CACREP Standard II-G-4-b: career, avocational, educational, occupational and labor market information systems.
7. CACREP Standard II-G-4-c: career development program planning, organization, implementation, administration and evaluation.
8. CACREP Standard II-G-4-d: interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development.
9. CACREP Standard II-G-4-e: career and educational planning, placement, follow-up and evaluation.
10. CACREP Standard II-G-4-f: assessment instruments and techniques relevant to career planning and decision making.
11. CACREP Standard II-G-4-g: career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
12. CACREP Standard II-G-5-c: essential interviewing and counseling skills.
13. CACREP Standard II-G-5-d: counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.
14. CACREP Standard III-E-2: Understands the effects of racism, discrimination, sexism, power,
privilege, and oppression on one’s own life and career and those of the client.

15. CACREP Standard III-E-4: Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

**School Counseling**

16. CACREP Standard III-C-4: Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling

17. CACREP Standard III-G-3: Identifies various forms of needs assessments for academic, career, and personal/social development.

18. CACREP Standard III-H-2: Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

19. CACREP Standard III-H-3: Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

_The following Student Learner Outcomes will be met in this course:_

1. Students will demonstrate their knowledge of career development theories, decision-making models, career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy as evidenced by a score of 80% or above on midterm and final exams. (CACREP Standard II-G-4-a; CACREP Standard II-G-4-g)

2. Students will demonstrate their knowledge of career, avocational, educational, occupational and labor market information systems as evidenced by a score of 80% or above on midterm and final exams. (CACREP Standard II-G-4-b)

3. Students will demonstrate their knowledge of career development program planning, organization, implementation, administration and evaluation as evidenced by students scoring 80% or above on the career development project. (CACREP Standard II-G-4-c)

4. Students will demonstrate their knowledge of interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development as evidenced by students scoring 80% or above on the career genogram.

5. (CACREP Standard II-G-4-d)

6. Students will demonstrate their knowledge of assessment instruments and techniques relevant to career planning and decision making as evidenced by students selecting and completing two career assessments on themselves. (CACREP Standard II-G-4-e; CACREP Standard II-G-4-f)

7. Students will identify various forms of needs assessments for academic, career, and personal/social development as evidenced by a score of 80% or above on midterm and final exams. (CACREP Standard III-G-3)

8. Students will select appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development as evidenced by ratings on the rubric for Career Assessments. (CACREP Standard III-H-2)

9. Students will analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational
programs as evidenced by ratings on the rubric for Career Assessments.  *(CACREP Standard III-H-3)*

VI. Course Topics

*The major topics to be considered are:*
- Theories in career counseling and development
- Career and personal life
- Assessments in career counseling and development
- Technologies in career counseling and development
- Multicultural issues in career counseling and development
- Ethical and legal considerations in career counseling and development
- Professional issues in career counseling and development
- Practical applications in career counseling and development

VII. Instructional Methods and Activities

*Methods and activities for instruction include:*

A. Traditional experiences include the text and other required readings as the primary basis for meaningful class discussion and critical analysis activities.

B. Clinical experiences will include skill building role plays, presentations, implementing technologies, and other experiential classroom activities.

VIII. Evaluation and Grade Assignment

*The methods of evaluation and the criteria for grade assignment are:*

1. *Career Development Project (20 pts.):* Groups of 4 individuals will design a career development project for a particular population that you are interested in (i.e., diverse ethnic groups, LGBT, elementary children, retired individuals, etc.). This project must be *creative!* Group members will be equally responsible for this project. Group members will write the paper and conduct class presentations (15 mins).

   The research paper includes (a) introduction to the special topic and population, (b) rationale and purpose of the project, (c) description of the program (structure of the project, role of a counselor, etc.), as well as (d) special considerations for implementing this project.

   Before initiating the project, participants should (a) discuss ideas with the instructor, (b) prepare a written proposal outlining the project (1 page), and (c) receive approval (final approval will be given by the instructor). The approved proposal will become a contract for evaluation. Topics, regardless of their creativity, should draw from the professional literature. The paper will be written in APA. Please consult the *Publication Manual of the American Psychological Association (6th ed.)* *Guidelines.*

   Each group member also needs to submit an evaluation of other team members. This evaluation is based on their perceptions of the contribution of each group member. Please use my grading policy to determine each member’s contribution. This evaluation accounts for 20% of 20 points.
2. **Exam (40 pts.):** The exams will be in a multiple choice, true-false, and brief essay format. These exams will be given to each individual during the midterm (20%) and final (20%) weeks. The exams are closed-book exams.

3. **Career genogram (20 pts.):** Course participants will construct a genogram of their family focusing on career over three generations (including your generation). A career genogram will be presented (10 mins) to classmates. 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. 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.

4. **Career assessments (10 pts.):** Class participants will select and complete two of the computer-based career assessments. Examples of acceptable career assessments are (a) Strong Interest Inventory; (b) Myer-Briggs Type Indicators; (c) Self-Directed Search, (d) Choices; (e) DISCOVER; (f) Kuder Career Assessments (3 sections); and (g) StrengthsQuest. Other assessments may be applicable to this assignment with the instructor’s approval.

5. **Participation (10 pts.):** Participation for this course is mandatory and necessary. Students are expected and required to engage in meaningful and productive class discussions and activities. Experiences that are conducted within the course are highly interactive and they cannot be replicated. In order to achieve an A in the course students must attend 90% of the class time.

B. **Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

IX. **Course Schedule and Policies**
### A. Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Assignments &amp; Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 6</td>
<td>Introduction to Career Counseling, Trait and Factor Theories, T-F Theory, Occupations: Information &amp; Theory; Work Adjustment Theory</td>
<td>Sharf, Chapter 1 Begin forming groups Genogram Demonstration Sharf, Chapter 2,3,4 Computer Lab ECDC 6:00-6:50</td>
</tr>
<tr>
<td>July 11</td>
<td>Holland’s Theory of Types, Myers-Briggs Theory Type Life-Span Theories, Career Development in Childhood, Adolescent Career Development</td>
<td>Sharf, Chapter 5 &amp; 6 Bring computer lab results Sharf, Chapter 7 &amp; 8</td>
</tr>
<tr>
<td>July 13</td>
<td>Life-Span Theories, Late Adolescent &amp; Adult Career Development, Adult Career Crises &amp; Transitions</td>
<td>Sharf, Chapter 9 &amp; 10 Begin Career Intake</td>
</tr>
<tr>
<td>July 18</td>
<td><strong>Midterm Exam</strong></td>
<td>Sharf, Chapters 1-10</td>
</tr>
<tr>
<td>July 20</td>
<td>Special Focus Theories, Constructivist and Narrative Approaches</td>
<td>Sharf, Chapter 11 Genogram Presentations</td>
</tr>
<tr>
<td>July 25</td>
<td>Special Focus Theories, Relational Approaches to Career Development, Special Focus Theories, Krumboltz’s Social Learning Theory</td>
<td>Sharf, Chapter 12 Sharf, Chapter 13 Genogram Presentations</td>
</tr>
<tr>
<td>July 27</td>
<td><strong>Group Presentations</strong></td>
<td></td>
</tr>
<tr>
<td>August 1</td>
<td>Special Focus Theories, Social Cognitive Career Theory, Special Focus Theories, Career Decision Making Approaches</td>
<td>Sharf, Chapter 14 Sharf, Chapter 15 Genogram Presentations</td>
</tr>
<tr>
<td>August 3</td>
<td><strong>Final Exam</strong></td>
<td>Sharf, Chapters 11-15</td>
</tr>
</tbody>
</table>

### B. Class Policies

Attendance and participation for this course are mandatory and necessary. Experiences that are conducted within the course are highly interactive and they cannot be replicated. In order to achieve an A in the course students must attend 90% of the class time.

It is important and expected that you complete assignments prior to coming to class; including any assigned readings and other practical-based assignments. The instructor will not generally facilitate by covering all the material in the assigned readings; however, you are responsible for any information assigned and expected to draw from assigned readings in completing assignments.

**Academic Conduct:**

Revised 2/17/12 yc
Cheating is considered the actual or attempted practice of fraudulent or deceptive actions for the purpose of improving a grade. *Plagiarism* is a specific form of cheating which is the misuse of published and/or unpublished works of others by misrepresenting the material as one’s own work. Penalties for either of these may range from an “F” on an assignment, failing grade for the course, to dismissal from the department. The assignment of penalty will be at the discretion of the instructor and/or department faculty.

**Professional Conduct:**
Students are expected to adhere to the *Code of Ethics* of the American Counseling Association (ACA). Any behavior which is deemed unethical will be grounds for dismissal from the program.

**Note:** Student presentations will be scheduled according to the total enrollment in the class. The syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**X. Textbook**

*The textbook adopted for this course is:*


Other reading materials will be assigned in class.

**XI. Bibliography**

*The knowledge bases that support course content and procedures include:*


*The Career Development Quarterly*, National Career Development Association

*The Journal of Career Development*, Human Sciences Press

*The Journal of Personality Assessment*, Society for Personality Assessment, Inc.

*Journal of Vocational Behavior*, Academic Press

*Professional School Counselor*, American School Counselor Association

XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Career Assessments Rubric (10 points)

Class participants will select and complete two of the computer-based career assessments. Examples of acceptable career assessments are (a) Strong Interest Inventory; (b) Myer-Briggs Type Indicators; (c) Self-Directed Search, (d) Choices; (e) DISCOVER; (f) Kuder Career Assessments (3 sections); and (g) StrengthsQuest. Other assessments may be applicable to this assignment with the instructor’s approval. You will then analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. You are required to submit a two-page paper (typed, Times New Roman, double-spaced) of your analysis.

_____Completed 1st computer-based Career Assessment (0-2 pts.)

_____Completed 2nd computer-based Career Assessment (0-2 pts.)

_____Analyzed both assessments and submitted required paper (0-6 pts.)

Total Score ______________
CNEP 5306 Career Counseling
Development Project Rubric (20 points)

Start Time: _____ End Time: _____

Groups of 4 individuals will design a career development project for a particular population that you are interested in (i.e., diverse ethnic groups, LGBT, elementary children, retired individuals, etc.). This project must be creative! Group members will be equally responsible for this project. Group members will write the paper and conduct class presentations (15 mins).

_____ (a) provided appropriate introduction to the special topic and population (0-4 pts.)

_____ (b) provided rationale and purpose of the project (0-4 pts.)

_____ (c) provided description of the program (structure of the project, role of a counselor, etc.) (0-4 pts.)

_____ (d) discussed special considerations for implementing this project. (0-4 pts.)

_____ completed and submitted peer evaluation (0-2pts.)

_____ prepared and submitted a written proposal outlining the project (0-2pts.)

TOTAL SCORE: _______

Topics, regardless of their creativity, should draw from the professional literature.

The paper will be written in APA format. Please consult the Publication Manual of the American Psychological Association (6th ed.) Guidelines. The paper is to be typed using Times New Roman, 12 point font, double-spaced, and is required to be between 3-5 pages in length with one inch margins. A cover page and bibliography are also required.

Each group member needs to submit an evaluation of other team members. The evaluation is based on your own perceptions of the contribution of each member.

Group Members: _____________________________________________________
Course participants will construct and present a genogram of their family focusing on career over three generations (including your generation).

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Included three Generations (0-3 pts.)</th>
<th>Explained symbols used (0-3 pts.)</th>
<th>Discussed Family Occupations (0-3 pts.)</th>
<th>Identified Family Career Patterns (0-4 pts.)</th>
<th>Discussed Special Interests/Significant Family Events (0-3 pts.)</th>
<th>Included Multicultural dimensions (0-4 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>