TEXAS A&M UNIVERSITY-CORPUS CHRISTI
CNEP 5306.001 CAREER COUNSELING

Instructor: Robert L. Smith, Ph.D.  
Class time: TH 4:20 – 6:50 PM
Office/Office hours: M, T, W, 1:30-5:00, Rm. 144, ECDC  
Location: 219C
Office Telephone: 825-2307  
Semester: Spring 2020
E-mail: robert.smith@tamucc.edu

Teaching Assistants:  
Carlee Cole, ccole8@islander.tamucc.edu  
Nora Maza, nmaza@islander.tamucc.edu

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 and Multicultural issues and needs of special populations are covered. Supervised career counseling sessions are a part of this blended class.

Interactive learning activities takes place in the Classroom, eight member Career Development Lab., and the four member Career Counseling Lab.

Learning Objectives

This course meets the 2016 CACREP entry-level specialty area standards (Section 5) for counseling. The following standards represent the learning objectives established for this course.

• CACREP Standard 5-II-F-4-a: theories and models of career development, counseling, and decision-making. Students will achieve a score of 80% or higher on career development brief, project, exams, career genogram, career assessments, and career counseling.

• CACREP Standard 5-II-F-4-b: approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. Students will achieve a score of 80% or higher on the career development brief, rubric assessing career counseling sessions discussing interrelationships among and between work, mental well-being, relationships, and other life roles and factors, career development project, exams, career genogram, and career assessments.

• CACREP Standard 5-II-F-4-c: processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems. Students will achieve a score of 80% or higher on career development brief, counseling psychoeducation sessions helping clients identify and use career, avocational, educational, occupational and labor market information resources, technology, and information systems.

• CACREP Standard 5-II-F-4-d: approaches for assessing the conditions of the work environment on clients’ life experiences. Students will achieve a score of 80% or higher on the career development brief, counseling psychoeducation sessions helping clients identify and use career, avocational, educational, occupational and labor market information resources, technology, and information systems.
brief, career counseling case focusing on work conditions and the relationship between clients’ life experiences, career development project, career counseling, exams, career genogram, and career assessments

- **CACREP Standard 5-II-F-4-e: strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.** Students will achieve a score of 80% or higher on the career development brief, career counseling cases assessing the client’s abilities, interests, values, personality and other factors contributing to career development, the development project, career counseling cases, exams, career genogram, and career assessments

- **CACREP Standard 5-II-F-4-f: strategies for career development program planning, organization, implementation, administration, and evaluation.** Students will achieve a score of 80% or higher on career development project, exams, and counseling sessions assessing abilities, interests, values, personality and other factors related to career development

- **CACREP Standard 5-II-F-4-g: strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy.** Students will achieve a score of 80% or higher on the career development brief, project, career assessments and counseling cases focusing on diversity as related to one’s education and career

- **CACREP Standard 5-II-F-4-h: strategies for facilitating client skill development for career, educational, and life work planning and management.** Students will achieve a score of 80% or higher on the career development brief, project, career cases focusing on strategies for facilitating client skill development and exams

- **CACREP Standard 5-II-F-4-i: methods of identifying and using assessment tools and techniques relevant to career planning and decision-making.** Students will achieve a score of 80% or higher on the career development brief, project, and career counseling cases involving identifying and using assessment tools and techniques relevant to career planning and decision making

- **CACREP Standard 5-II-F-4-j: ethical and culturally relevant strategies for addressing career development.** Students will achieve a score of 80% or higher on the career development brief, project, exams, and career cases using ethically and culturally relevant strategies for addressing career development

**Major Course Requirements**

1. **Career Development Project (25 pts.): Career Counseling Labs**, consisting of 4-5 students will design a career development project for a population that you are interested in (i.e., diverse ethnic groups, LGBT, elementary children, retired individuals, etc.). This project must be creative and is intended to measure your career development planning, organization, implementation, administration, and evaluation skills. 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 (organization of the project, role of a counselor, etc.), (d) special considerations for implementing this program (e) administration of the program, and (f) evaluation of the program.

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. APA style is required. Please consult the Publication Manual of the American Psychological Association (6th ed.) Guidelines.

Each group member also needs to submit an evaluation of team members. This evaluation emphasizes perceptions of the contribution by group members. Please use my grading policy to determine each member’s contribution. This evaluation accounts for 20% of 20 points.

2. Career counseling (75 pts.): Throughout the semester, students will apply their knowledge of career decision-making, process of career development, career resources, and challenges to career success by participating in role-play career counseling in their Career Counseling Labs. A minimum of three sessions are supervised using a 25 pt. rubric.

3. Career Briefs (20 pts.): Career Briefs are 1-3 page written papers covering CACREP Standards. Each student completes a Career Brief on CACREP Standard- shares with other students in the Career Development Lab, (eight students) and leads a discussion on the standard. Eight CACREP Standards are covered.

4. Quizzes (80 pts.): Eight quizzes covering textbook assignments, readings are required. Each ten-point quiz will be in a multiple choice, true false and brief essay format. For learning purposes, the students in the Career Development Labs, (eight students) will review and discuss quiz responses.

5. 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 in the Career Counseling Lab, (four students). A genogram will use standard genogram symbols, then adding the occupation of each family member. Group members 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.

6. Career assessment Systems (10 pts.): Career assessment systems are covered in a guest lecture, and
reviewed in the Career Development Lab. Class participants will select two of the computer-based career assessment systems: (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) Strengths Quest and complete a one page write up 1. Describing the assessment system and 2. Reasons for using, or not using the system.

7. 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 in the small Career Counseling Lab and the larger Career Development Lab. Experiences that are conducted within the course are highly interactive and they cannot be replicated. (90 % participation for an A)

Point Allocation

Career Development Project (25 pts.)
Career counseling (75 pts.)
Career Briefs (20 pts.)
Quizzes (80 pts.)
Career genogram (20 pts.)
Career assessment Systems (10 pts.)
Participation (10 pts.)

Grade Distribution

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<td>216 - 240</td>
<td>192 - 215</td>
<td>168 - 191</td>
<td>144 - 167</td>
<td>Below 144</td>
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Required or Recommended Readings

Textbook:


Recommended or supplemental readings:


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

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.

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.

Course Policies

Attendance
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
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.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. April 5th is the last day to drop a course with an automatic grade of “W” this term.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free
from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01 Student Grade Appeal Procedures. Documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
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<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings</th>
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<tr>
<td>08/29/19</td>
<td><strong>Session #1</strong></td>
<td>Readings: Sharf, Chapters 1-4 PG’s. 1-116</td>
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<td></td>
<td><strong>In Classroom</strong></td>
<td><strong>Introduction to Career Counseling theories and models of career development, counseling</strong></td>
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<td><strong>Introductions:</strong> Roll call, seating chart, syllabus</td>
<td>Trait and Factor Theories:</td>
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<td><strong>Complete Career Expressions Paper</strong> – identify your career goal, and 2 distinctly different career that interest you.</td>
<td>• T-F Theory</td>
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<td><strong>Career Counseling Lab</strong></td>
<td>• Occupations: Information &amp; Theory</td>
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<td><strong>Career counseling session # 1</strong></td>
<td>• Work Adjustment Theory</td>
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<td><strong>Form groups of 4 (6 Career Counseling Labs)</strong> (work in pairs providing career counselor with client who shares information on the expressions paper. In this first session use recommended counseling skills, page 8-9 of text)** share in your dyad your career goal, explain why &amp; respond to inquiries from the counselor, share your 2 distinctly different career interests and discuss why they are not your career choice---- Risk?, -------aptitude, ? -- ----$, ? (twenty minute sessions)</td>
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<td><strong>Complete your family genogram, bring to session 3, 09/12/2019 be prepared to use the genogram in the second career counseling session and discuss in the Career Counseling Labs</strong></td>
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<td><strong>Classroom</strong></td>
<td><strong>CACREP Standard 5-II-F-4-a</strong></td>
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<td><strong>Introduce the Career Genogram</strong></td>
<td><strong>CACREP Standard 5-II-F-4-i</strong></td>
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<td><strong>Discussion of Career Briefs over 8 CACREP Standards.</strong></td>
<td><strong>CACREP Standards 5-II-F-4-a, b, c, d, e, f, g, h, l, j.</strong></td>
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| 09/05/19 | **Session #2**  
**Online class**  
Complete Family Genogram  
Complete Quiz #1  
**Discussion Forum**  
Introduce yourself to others  
*On Blackboard.* Share any work experience & jobs that you have had so far, what you liked, and did not like about the jobs. Post two responses to classmates  
Complete your family genogram, bring to class, be prepared to share in your Career Counseling Lab and discuss in a career counseling session # |
| 09/12/19 | **Session 3:**  
**In Classroom**  
**Quiz # 1 Chapters 1 – 4**  
Grade, Share/discuss quiz results Ch. 1-4  
Discuss quiz results on theories and models of career development, counseling and decision-making  
**CACREP Standard 5-II-F-4-a**  
**Career Counseling Presentation/Discussion**  
Dr. Stefani Shoemaker  
Career Counselor  
**Career Counseling Lab**  
**Career counseling session # 2**  
Use the Career Genogram in a career counseling session as if it was your clients, (another student) (4 twenty-minute sessions) in the Career Counseling Lab  |
|  | .  
Complete Readings  
Read Ch’s 1-4, pgs. 1-116.  
**Assignments & Readings**  
Readings: Sharf, **Chapters 5 & 6,**  
Holland’s Theory of Types  
Myers-Briggs Type Theory  
**CACREP Standard 5-II-F-4-a**  
Prepare outline with members of your Career Counseling Lab on a Career Development Program  
**CACREP Standard 5-II-F-4-f**  
Discuss projects on blackboard -- avoid repetition of projects  
Send program outline to:  
robert.smith@tamucc and Carlee.co44@gmail.com due 2:00 pm Tuesday Sept. 24 |
Discuss Career Development Program ideas (combine two Career Counseling Labs to allocate career brief assignments)

Career Development Lab

Decide on Career Briefs
*CACREP Standards 5-II-F-4 -a, b, c, d, e, f, g, h, l, j.*

Plan to Discuss your Career Brief Debrief 11/07, Session 11

Due date for Career Briefs: 11/21, Session 13

In class discussion of Career counseling sessions and the use of the genogram

09/19/19

Session# 4:
*Online class*
Complete Quiz # 2

Prepare for career counseling session 3 counseling with a client upset by work stress affecting personal well-being, marriage, relationships, and other life roles
*CACREP Standards 5-II-F-4 - b*

Post on discussion forum
Strategies you would use in career counseling when counseling a client employed in a work setting stressful enough to affect one’s well-being, marriage, relationships, and other life roles. Provide responses to colleague’s posts (2 response posts)
*CACREP Standards 5-II-F-4 - b*

Complete an outline for your Career Development Program
Discuss projects on blackboard to avoid repetition

Reading: Sharf Ch’s. 5 & 6:
*Hollands Theory Type, Myers Briggs Type Theory*

Read text material on the interrelationships among and between work, mental well-being, relationships and other life roles

Read Chapter 3 “The effect of the work environment on the individual pg. 69- Holland’s Theory and Myers Briggs Type Theory.
*CACREP Standards 5-II-F-4 - d*

Send outline and questions to: robert.smith@tamucc and Carlee.cole44@gmail.com due 2:00
<table>
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<tr>
<th>Date</th>
<th>Session #</th>
<th>Location</th>
<th>Event</th>
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<tbody>
<tr>
<td>09/26/19</td>
<td>Session #5</td>
<td>In Classroom</td>
<td>Quiz #2 grade and discuss quiz on theories Holland’s Theory and the Myers-Briggs Type Theory</td>
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<td>Career Counseling Lab</td>
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<td>Career counseling session # 3</td>
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<td>Continue individual career counseling session three working with a client upset by work stress affecting personal well-being, marriage, relationships and other life roles CACREP Standards 5-II-F-4 – b, d</td>
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<td>(20-30 minute sessions)</td>
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<td>Discuss work stress affecting personal well-being, marriage, relationships and other life roles and “The effect of the work environment on the individual CACREP Standards 5-II-F-4 - b</td>
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<td>Discuss assessments of abilities, interests, values, personality Readings: Ch. 4, pg. 96-104 CACREP Standards 5-II-F-4 - e</td>
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**Readings:** Sharf, Chapter 4 Assessing abilities, values, personality and interests pgs. 96-104.

**CACREP Standards 5-II-F-4 - e**

**Journal article searches:**
- (citations for Career Briefs)
- Career Development Quarterly
- Journal of Vocational Behavior
- Journal of Career Development
- The Career Network Journal for Career Counselors and Coaches
- Career Development International
| 10/3/19 | **Session# 6**  
**Online Class**  
**Complete quiz # 3**  
Prepare for career counseling session working with culturally diverse populations on 10/10/2019  
**CACREP Standards 5-II-F-4 - g**  
Share on Blackboard. Post your response to the following on the Discussion Forum: “What theories/practices/concepts do you view as being effective in counseling?** | **Readings**: Sharf, Chapter 4  
Assessing abilities, values, personality and interests pgs. 96-104.  
**CACREP Standard 5-II-F-4-e**  
Readings: Sharf,  
**Advocating for diverse client’s career and educational development and employment opportunities in a Global Economy**  
**CACREP Standard 5-II-F-4-g:** |
individuals facing career development barriers, often due to discrimination related to culture/diversity?” Perhaps consider the following theories as well as your own ideas.

**CACREP Standards 5-II-F-4 - j**

Post two comments to classmates.

Career Resources suggested for assessments
University career services, Burros Mental Measurements Yearbook, journals, O*NET and related resources to locate two assessment tools that you will assess and use in career counseling session, classroom meeting # 9, on 10/24/2019

Journal article resources:
Career Development Quarterly
Journal of Vocational Behavior
Journal of Career Development
The Career Network Journal for Career Counselors and Coaches
Career Development International

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<th>10/10/19</th>
<th><strong>Session 7:</strong></th>
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<td><strong>In Classroom</strong></td>
<td><strong>Quiz # 3</strong> Grade and discuss</td>
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**Discussion of Assessments in Career Development Systems**
- (a) Strong Interest Inventory;
- (b) Myer-Briggs Type Indicators;
- (c) Self-Directed Search;
- (d) Choices;
- (e) DISCOVER;
- (f) Kuder Career Assessments (3 sections);
- (g) Strengths Quest

**Work Adjustment Theory**
Atkinson, Morten, and Sue’s Model of experiencing a crisis in the workforce

**Constructivist theory**, (how the client sees the world)

**Narrative Approach** (the client’s story)

**Developmental Relational model** (how individuals involve themselves in the career decisions of others, and looks for help from others)

Share on Blackboard assessment measures you plan on using

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<th>10/10/19</th>
<th><strong>Readings: Sharf, Chapter 7-10</strong></th>
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**Life-Span Theories:**
- Career Development in Childhood
- Adolescent Career Development
- Late Adolescent & Adult Career Develop
- Adult Career Crises & Transitions

Ch’s.7-10,

**Project Proposals Due Oct. 22, 2:00 pm**
### Discussion and use of planned assessment systems
CACREP Standard 5-II-F-4-e

**Career Counseling Lab**

**Career counseling session # 4**

- advocating for diverse client’s career and educational development and employment opportunities
  - CACREP Standard 5-II-F-4-g, j

| 10/17/19 | **Session 8:**
|          | **Online**
|          | **Complete quiz # 4**
|          | Complete assessment reviews
|          | Prepare for career counseling sessions using reviewed measures
|          | Post measures reviewed, provide feedback to colleagues

Readings: Sharf, Chapter 7-10

Life-Span Theories:
- Career Development in Childhood
- Adolescent Career Development
- Late Adolescent & Adult Career Development
- Adult Career Crises & Transitions

*Project Proposals Due Oct. 22, 2:00 pm*

| 10/24/19 | **Session 9:**
|          | **In Classroom**
|          | **Quiz # 4 Grade and discuss**
|          | **Career Counseling Lab**

Review Chapter’s 2 & 3
Prepare for individual counseling session seven on the use of occupational resources including labor market information. Relate
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<th>Activity</th>
<th>Information to Assessment Findings</th>
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<tr>
<td>10/31/19</td>
<td>Session 10: Online</td>
<td>Complete quiz # 5</td>
<td>Review Chapter’s 2 &amp; 3</td>
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<td>Review processes for identifying and using career avocational, educational, occupational and labor market information resources, technology and information systems.</td>
<td>Prepare for individual counseling session six on the use of occupational resources including labor market information. Relate information to assessment findings</td>
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<td>Share recommended resources in Discussion Forum</td>
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<td>11/07/19</td>
<td>Session 11: In Classroom</td>
<td>Quiz # 5 Grade and review</td>
<td>Readings/Assignments</td>
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<td>Career counseling session # 6</td>
<td>Readings: Chapter 11 Pg. 295-323</td>
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<td>Demonstrate processes for identifying and using career avocational, educational, occupational and labor market information resources, technology and information</td>
<td>Constructivist &amp; Narrative Approaches to Career Development</td>
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<td>Session/Activity</td>
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| **11/14/19** | **Session 12:**  
Online |  
Complete quiz # 6: Ch. 11 Constructivist and Narrative Approaches to Career Development  
Prepare to employ constructivist and narrative concepts in career counseling  
**CACREP Standards 5-II-F-4 - a**  
Complete career briefs |
| **11/21/19** | **Session 13:**  
Classroom  
**Quiz # 6 Grade and discuss**  
**Presentation- Groups 3 & 4**  
Career counseling session 7  
Case study- Infusing constructivist and narrative approaches in your career counseling  
**CACREP Standards 5-II-F-4 – b, h**  
Prepare for quiz #7: Ch. 12 |  
Readings/Assignments  
**Readings:** Chapter 11 Pg. 295-323 Constructivist & Narrative Approaches to Career Development  
**CACREP Standards 5-II-F-4 - a**  
Complete career briefs  
**Assignments/Readings**  
**Readings:** Chapter 12 Pg. 327-347 Relational approaches to career development  
**CACREP Standards 5-II-F-4 – b, h**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>11/28/19</td>
<td><strong>Thanksgiving NO CLASS SESSION</strong></td>
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<tr>
<td>12/05/19</td>
<td><strong>Session 14:</strong></td>
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<td><strong>In classroom</strong></td>
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<td><strong>Quiz #7:</strong> Grade and discuss</td>
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<td></td>
<td><strong>Presentations- Groups 5 &amp; 6</strong></td>
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<td><strong>Career counseling session # 8</strong></td>
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<td><strong>Case study- Infusing relational approaches in your career counseling</strong></td>
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<td><strong>Discussion of Career Briefs</strong></td>
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<td><strong>CACREP Standards 5-II-F-4 -a, b, c, d, e, f, g, h, i, j.</strong></td>
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<td>12/12/19</td>
<td><strong>Session 15:</strong></td>
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<td><strong>In Classroom</strong></td>
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<td><strong>Quiz #8:</strong> Grade and discuss</td>
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<td><strong>Career Counseling session 9</strong></td>
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<td><strong>Case study- Application of your approach to career counseling</strong></td>
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<td><strong>Open discussion Q&amp;A about career development and career counseling</strong></td>
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CAREER EXPRESSIONS

MY FIRST CAREER CHOICE IS______________________________________________

REASONS FOR THIS CHOICE______________________________________________________________________

________________________________________________________________________

MY CAREER FANTASY IS_________________________________________________________

WHY THIS IS NOT MY CAREER CHOICE________________________________________________________________________

______________________________________________________________________________

MY SECOND CAREER FANTASY IS________________________________________________________________________

WHY THIS IS NOT MY CAREER CHOICE________________________________________________________________________

______________________________________________________________________________

IF I COULD MAKE A LIVING AT IT I WOULD DO THIS________________________________________________________________________

______________________________________________________________________________

NAME___________________________
Class participants will review assessment systems presented in a guest lecture: (a) Strong Interest Inventory; (b) Myer-Briggs Type Indicators; (c) Self-Directed Search, (d) Choices; € DISCOVER; (f) Kuder Career Assessments (3 sections); and (g) Strengths Quest. Students will complete the following one-page reviews of two career development systems and discuss the assessment systems in the Career Development Labs.

Assessment System-__________________________________________________________

Overview/Evaluation of the Assessment System

Recommendation

(BE PREPARED TO DISCUSS IN THE CAREER DEVELOPMENT LAB)
**CNEP 5306 Career Counseling**  
**Career Development Project Rubric (25 points)**

Groups of 4-5 individuals will design a career development program for a particular population of interest (i.e., diverse ethnic groups, LGBT, elementary children, seniors in high school, career change, first-year college students, 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 (organization of the project, role of a counselor, etc.) (0-4 pts.)

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

_____ (e) discussed the administration of the program (0-2 pts.)

_____ (f) provided methods of evaluating the program (0-3 pts.)

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

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

**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.
Career Genogram Rubric (20 pts.)

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

| Career Counselor | Included three Generations (0-3 pts.) | Explained symbols used (0-3 pts.) | Discussed Family Occupations (0-3 pts.) | Identified Family Career Patterns (0-4 pts.) | Discussed Special Interests/Significant Family Events (0-3 pts.) | Included Multicultural dimensions (0-4 pts.) |
THE END 😊