

**SOUTHEAST MISSOURI STATE UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY AND COUNSELING**

*COURSE SYLLABUS*

Title of Course: **Career Development (3 cr)**

Course No. **CP 615**

*Revised 2019 (2016 CACREP Standard Updates)*

Semester: Fall 2019

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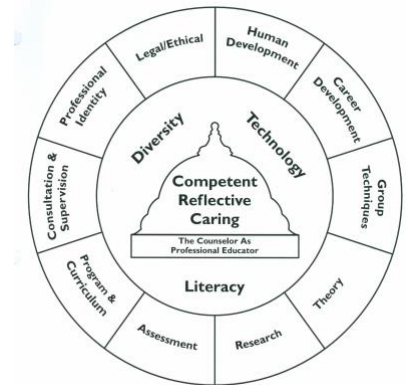
Class Room: Scully 407

Class Days: Face to Face portion of the course: Wednesdays 8/28, 9/11, 9/25, 10/09, 10/23, 11/06, 11/20. The days we do not meet face to face, we will be meeting online. Please refer to the tentative schedule and the course website.

Class Times: 6:00-8:50 p.m.

Website: <https://learning.semo.edu/login/index.php>

Or you may access by logging in to portal and clicking on this course (offered through Moodle).



**I. Catalog Description and Credit Hours of Course:**

Study of career development theories and decision-making models, career planning, career education, sources of educational and occupational information, nature and structure of the world of work, and leisure and lifestyle development. (3)

**II. Prerequisite(s):**

Graduate Standing and Permission of the Instructor.

**III. Course Integrated in to the Program Requirements**

M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
Required	Required	Required Prereq.	

**IV. Course Learning Outcomes**

A. The student will identify career development theories and decision-making models. This

outcome will be measured by the Integrated Comprehensive Professional Counseling Portfolio (CPCP) and Key Assessment: Career Development Self-Study (CACREP Standards, 2016: Professional Counseling Identity: Career Development 2.F.4.a.-d.)

- B. The student will identify strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. This outcome will be measured by Assignment 1: Career Assessment Instruments (CACREP Standards, 2016: Professional Counseling Identity: Career Development 2.F.4.e. and i.)
- C. The student will demonstrate career and educational planning, placement, follow-up, and evaluation. This outcome will be measured by Assignment 2: Client Career Summary (CACREP Standards, 2016: Professional Counseling Identity: Career Development 2.F.4.f.-h. and j.)
- D. Can articulate how the course content was meaningful and described how it can be applied into their work as a Mental Health Counselor (MHC) or School Counselor (SC). This outcome will be measured by the Integrated Comprehensive Professional Counseling Portfolio (CPCP) and Key Assessment: Core/Specialty Area Integrated Reflection.

**V. Course as Relates to External Requirements**

CACREP Requirements (2016)	DESE Requirements (2011)	LPC Requirements	NBCC Requirements
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**VI. Course as Relates to External Standards**

CACREP Standards (2016)
<p>Section II.F.4. CAREER DEVELOPMENT:</p> <ul style="list-style-type: none"> <li>a. theories and models of career development, counseling, and decision making</li> <li>b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</li> <li>c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems</li> <li>d. approaches for assessing the conditions of the work environment on clients’ life experiences</li> <li>e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development</li> <li>f. strategies for career development program planning, organization, implementation, administration, and evaluation</li> </ul>

- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and lifework planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

### **DESE Standards (2011)**

(MOSPE1.6) Career Development and Planning: The professional school counselor knows and understands career development and planning processes across the life span, and assists all students in their career awareness, exploration, decision-making, and planning.

## **VII. Purposes or Objectives of the Course:**

- A. The students will develop an understanding of the major career development theories and decision-making models.
- B. The students will become acquainted with the major career assessment instruments and techniques.
- C. The students will be able to identify the major sources of career, vocational, educational, occupational and labor market information.
- D. The students will develop an operational understanding of the components involved in career development programs.
- E. The students will become knowledgeable about the interaction of career development theory and decision-making models, career assessment, information about the world of work, the interrelationships between work, family, leisure, lifestyle, gender and ethnicity with the counseling processes, techniques and ethics appropriate for diverse populations.
- F. The students will be expected to understand the use of computers in career assessment and in processing, storage and retrieval of career information.
- G. The students will gain an understanding of the function and place of career education in society.
- H. The students will develop an appreciation for the place of the leisure and lifestyle development as aspects of career development.

<b>VIII. Course Content or Outline:</b>	<b>Class Hours</b>
<ul style="list-style-type: none"> <li>A. Theories of Career Development and Decision-Making Models               <ul style="list-style-type: none"> <li>1. Trait-Factor</li> <li>2. Self-concept</li> <li>3. Personality</li> <li>4. Learning</li> <li>5. Sociological</li> <li>6. Economical</li> <li>7. Others</li> </ul> </li> </ul>	9
<ul style="list-style-type: none"> <li>B. Career Assessment               <ul style="list-style-type: none"> <li>1. Instruments</li> <li>2. Computer Systems</li> <li>3. Individual and Group Interpretation for Educational and Occupational planning.</li> </ul> </li> </ul>	6
<ul style="list-style-type: none"> <li>C. Nature and Scope of Career, Avocational, Educational Occupational and Labor market Information               <ul style="list-style-type: none"> <li>1. Media                   <ul style="list-style-type: none"> <li>a. visual</li> <li>b. printed</li> <li>c. computerized</li> </ul> </li> <li>2. Observation                   <ul style="list-style-type: none"> <li>a. individual</li> <li>b. shadowing</li> <li>c. field trips</li> </ul> </li> <li>3. Personal Interviews</li> <li>4. Direct Experience</li> <li>5. Sources                   <ul style="list-style-type: none"> <li>a. commercial</li> <li>b. government                       <ul style="list-style-type: none"> <li>1. National</li> <li>2. State</li> </ul> </li> </ul> </li> <li>6. Classification and Filing</li> </ul> </li> </ul>	9
<ul style="list-style-type: none"> <li>D. Career Resource Center (CRC)               <ul style="list-style-type: none"> <li>1. Planning</li> <li>2. Organization</li> <li>3. Implementation</li> <li>4. Administration</li> <li>5. Placement</li> <li>6. Evaluation</li> </ul> </li> </ul>	3

7.	Follow-up	
E.	Career Planning Process	12
1.	Self-awareness	
a.	Informal	
1)	social	
2)	cultural	
b.	formal	
2.	General to Specific Screening of Occupations	
a.	Career area	
b.	Worker Trait Group	
1)	worker activities	
2)	worker situations	
3)	aptitudes	
4)	selected characteristics	
c.	Occupational Selection	
1)	values	
2)	decision-making	
3.	Career Planning	
a.	Sequence	
b.	Timing	
c.	Resources	
F.	Career Education	3
1.	Historical perspective	
2.	The function and place of career education	
3.	Curriculum models for career education	
G.	Leisure and Lifestyle Development	3
1.	Definition	
2.	Role	
3.	Gender differences	

**IX. Expectations of Students:**

- A. To read and comprehend assigned printed material.
- B. To pass exams and required projects.
- C. To design and develop a career resource center for a specific population.
- D. To administer score and interpret required career assessment instruments and computerized career self-assessment.
- E. To write a position paper describing how the students' choice of an occupation is supported by the results of their career assessment.

- F. To counsel a client through the career planning process.
- G. The student will know, understand, and use technology as a management and counseling tool in promoting the personal, educational, social and career development of the learner.

**Textbook:**

Sharf, R. S. (2013). *Applying career development theory to counseling* (6<sup>th</sup> Ed.). Belmont, CA: Brooks/Cole.

**Note:** Because of the amount of writing assignments required throughout your counselor preparation program, it is strongly recommended that you purchase of the following for your use and reference in every course throughout the program:

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. (6<sup>th</sup> Ed.). Washington, DC: Author

**Recommended readings:**

Zunker, V. G. *Career counseling: Applied concepts of life planning* (Newest Edition) Pacific Grove, CA: Brooks/Cole

Zunker, V. G. & Osborn, D. S. *Using assessment results for career development* (Newest Edition). Pacific Grove/CA: Brooks/Cole

Career Development Quarterly Journals

**X. Basis for Student Evaluation:**

**Course Assignments:**

**Exams (20% of overall grade):**

There will be a total of three exams that cover the three major portions of the text.

**Assignment 1: Career Assessment Instruments (20% of overall grade):**

Career assessment instruments related to chapters 1-6:

Write a personal summary of career assessment tests results you took. Send this summary to your assigned peer career counselor. This is a reciprocal assignment. That is, the counselee and the counselor should have exchanged completed assignments. You have the results of the following career assessment instruments: SDS, 16PF, MBTI/Keirsey-Bates, Career Focus and the report of the Career Development Personal Profile. A handout detailing an instructor rating scale will be available to students on Moodle.

### **Web-based presentation (15% of overall grade):**

In order to become familiar with the range of internet sites/apps available for use by career counselors, each student will choose a separate internet site/app to explore and will present that site in class, demonstrating its key features and highlights. Each student will prepare a digital handout on the site for class distribution (on Moodle). Instructor rating information will be given to students closer to the presentation time.

### **Assignment 2: Client Career Summary (10% of overall grade):**

You will receive a personal summary from your peer counselee. Now, write a 3-4 processing report of your counselee's personal summary based on the outline below. In an in-class experiential role playing career counseling session, you will discuss this report being the peer career counselor. This is a reciprocal career counseling session. That is, you will be discussing the report with your peer career counselee and after reversing the roles; you will have your career counselee in the role of the career counselor, processing your personal summary. This will take place in your dyad. Bring a printed copy of the report you wrote to guide you during the peer counseling session. After this, the counselee will keep this report. A handout detailing an instructor rating scale will be available to students on Moodle.

### **Self-Study (15% of overall grade):**

We are only good at this career counseling if we have applied to ourselves that which we expect our clients and students to apply to themselves, otherwise we don't **believe** it really works. I will share with you more details as we get closer to the due date.

PART I. a) Articulate your most important families of skills.

PART II. b) Articulate your most salient values regarding work contexts.

c) Put together 'a' and 'b' above to spell out an ideal work situation

PART III. d) Talk to at least 2 people who are doing 'c' above.

e) Spell out how you plan to get to where you'd like to be

f) As well as some plan B's

The total project will be due toward the end of the class, but parts will be discussed throughout the course. This study is one that you will continue to work on as you grow, develop, and gain new experiences.

### **Class/Forum Participation (10% of overall grade):**

Be sure to login to your account and check this course on Moodle when we are not meeting face to face for this course. Students will be expected to engage in classroom discussion and activities. To receive participation credits in class, students will be expected to contribute to classroom discussion through facilitating questions and/or answering questions on multiple occasions throughout the duration of the face to face class times. When the class does not meet face to face, there may be topics/exercises and related questions that will be posted for open discussion on forum. Students will be expected to contribute thoughtful responses at least once on each topic for discussion.

### **Class Reflection Paper (10% of overall grade):**

Each student is required to write and submit a 2 – 4 page reflection paper on what you learned from this class and how you plan to integrate class material in your work as a professional counselor (school or mental health setting). This paper can include descriptions of assignments that were particularly meaningful to you, key takeaways, and other points of interest as well as your plans to integrate your learning. This assignment also satisfies a requirement of the Integrated Professional Counseling Portfolio and can be uploaded in Moodle.

### **Attendance and class participation:**

Class attendance, punctuality, participation, and academic integrity are expected in full extent. You are expected to have 80% of attendance to earn a full grade in the class. So, attendance and punctuality should be equally observed. That is, arriving late or leaving before class ends will imply an absence. When eventually using your “allowance” of 20% of absence, be sure to update yourself with happened in class. It is **your** responsibility to catch up to where the class is. The quality and quantity of your in-class participation and attendance may affect your grade. Participation will be demonstrated in your contributions to class.

### **Grading**

Self-Study	15%
Web-based Presentation	15%
Exams (3)	20%
Completion of all career assessment instruments and personal summary of results (career counselee)	20%
Summary of test results of career counselee in preparation for the career counselor role-playing	10%
Forum Participation	10%
Class Reflection Paper	10%

### **Grading scale:**

100-91% A
90-81% B
80-71% C
70-61% D

## **XI. Methods of instruction**

A combination of:

- Classroom lectures and discussions
- Classroom experiential exercises and/or electronic forum discussions
- Web-assisted instructions and tests/exams



## **XII. Academic Honesty:**

Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsiblerehawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty  
<http://www.semo.edu/facultysenate/handbook/5d.html>

## **XIII. Accessibility:**

Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations.

Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

## **XIV. Civility:**

Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or

harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and [http://www.semo.edu/pdf/Conduct\\_Faculty\\_Resource\\_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

#### **XV. Counselor Dispositions**

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See <https://semo.edu/psychology-counseling/academics/graduate/index.html>

#### **XVI. Mandatory Reporting:**

I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

#### **XVII. Student Success:**

This course uses SupportNET, Southeast's student success network, to improve communication between students, faculty and staff on campus. You'll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at [supportnet.semo.edu](http://supportnet.semo.edu) to see any academic alerts, ask for help and to access resources to support your success at Southeast.

**XVIII. Course Schedule**

**TENTATIVE SCHEDULE**

<b>Date</b>	<b>Topic/Assignments</b>	<b>Readings</b>	<b>Professional Counseling Identity Standards: Career Development 2.F.4.</b>
08.21.19	Introductions Trait and Factor Theory <i>Online</i>	Chapter 2	Overview of standards covered based on syllabi topics and all standards: 2.F.4.a.-c., g.
08.28.19	Introductions Overview of the course, the syllabus, assignments and Self-Study Introduction to Career Counseling <a href="http://www.counseling.org">www.counseling.org</a> - National Career Development Association	Chapter 1	Introduction to standards 2.F.4.a.-d., g.
09.04.19	Occupations: Information and Theory <i>Online</i>	Chapter 3	2.F.4.c., g., h.
09.11.19	Holland's Theory of Types Self-Directed Search (Complete in class) Myers-Briggs Type Theory MBTI (Complete in class)	Chapters 5 & 6	2F.4.e., g., i., j.
09.18.19	Work Adjustment Theory 16 PF Personal Career Development <i>Online</i>	Chapter 4 <b>Exam 1: Covering Chapters 1-6</b> will be available through Moodle	2F.4.e., g., i., j.
09.25.19	Career Development in Childhood	Chapter 7 Complete Career Focus online	2F.4.f.g. j.
10.02.19	Adolescent Career Development <i>Online</i>	Chapter 8	2F.4.f.g., j.
10.09.19	Late Adolescent and Adult Career Development	Chapter 9 <b>Assignment 1 Due</b> <b>Email Peer counselee</b>	2F.4.f.g.

		<b>your personal summary</b>	
10.16.19	Adult Career Crises and Transitions <i>Online</i>	Chapter 10 <b>Exam 2: Covering Chapters 7-10</b> will be available through Moodle	2F.4.d., g. h.
10.23.19	Constructivist and Narrative Approaches to Career Development <b>Web-based Presentations Due</b>	Chapter 11	2F.4.f.g., j.
10.30.19	Relational Approaches to Career Development Peer Counseling Dyads <i>Online</i>	Chapter 12 <b>Assignment 2 Due</b>	2F.4.d.e.f.
11.06.19	Krumboltz's Social Learning Theory	Chapter 13	2F.4.a. and c.
11.13.19	Social Cognitive Career Theory <i>Online</i>	Chapter 14 <b>Self-Study Due</b>	2F.4.a.-d., g.
11.20.19	Theories in Combination	Chapter 15	2F.4.a.
11.27.19	<b>Thanksgiving Break: No Class</b>		
12.04.19	Career-Decision Making Approaches <b>Class Reflection Paper Due</b> <i>Online</i>	Chapter 16	2F.4.a. and d.
12.11.19	<b>Final Examination</b>	<b>Exam 3: Covering Chapters 11-16</b> will be available through Moodle	2F.4.a.-j.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Pujol, Interim Dean, College of Education, Health, and Human Studies.

