Carson-Newman University  
COUN-567 Career Development and Counseling  
Spring Semester 2015: Mondays 7:00-9:45pm  
Course Syllabus

Course Instructors:

Credit: Three (3) semester hours graduate

Required Text:
Additional readings will be provided in class and C-N Edvance360.

Recommended Text:

Strong recommendations for further readings and professional activities:
• Use materials and resources found in ASCA, ACA, NCDA, and APA publications.
• Consider student membership in area (SMCA), state (TCA/TSCA/TCDA), and national (ACA/ASCA) professional counseling organizations representing your area of emphasis and attend meetings when possible. SMCA One-day Conference will be Feb. 21 at Carson-Newman.
• Participate in professional development activities for counselors.

Methods of Instruction:
The instructional methods used in this course include: lecture; class discussion; multimedia presentation; guest speakers; videos; self-assessment; small group activities; role playing exercises; web-based technologies; and, demonstrations of counseling techniques. Small-group activities will facilitate acquisition of counseling skills.

C-N Catalog Course Description:
This course will be a study of career development theories and career counseling models used across the lifespan in a changing world. Attention will be given to career counseling for diverse populations, in various school settings, and with expanding technology.

Purpose of Course:
This course is a study of career development, vocational information, and career counseling over the life-span in a changing world and is designed to prepare career counselors and school counselors for their role in the career development of clients. Attention will be given to career development and career counseling for diverse populations and in various school settings. The use of technology to disseminate career information and planning will be addressed.
Relationship of Course to Overall Program:
This course is designed to strengthen the knowledge, skills, and disposition of prospective counselors in addressing the career development needs of their respective clients. The course contains materials and exercises to enhance the student’s knowledge and skills in the working with diverse populations and using legal and ethical professional code guidelines. The course encourages students to examine their personal wellbeing by applying various career counseling theories to personal issues and/or concerns. The course promotes reflective practice by requiring students to process how one’s own knowledge, skills, values, attitudes, and beliefs in relation to career development. The course requires the student to practice helping skills in career counseling through role play, class demonstrations, and case studies. In addition, the course requires students to use technology in online learning activities, in classroom presentations, in counseling sessions, and in designing a webpage.

Course objectives: Upon successful completion of this course, student will:
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<tr>
<th>Course Objectives</th>
<th>CACREP</th>
<th>Eval</th>
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<tr>
<td><strong>Knowledge</strong></td>
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<td>Explore the historical role of and current trends in career guidance and counseling in the helping profession.</td>
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<td>8</td>
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<tr>
<td>Analyze major theories of career development and decision-making models across the lifespan.</td>
<td>II-G.4a</td>
<td>1, 2, 7, 8</td>
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<tr>
<td>Examine assessment and appraisal instruments for career counseling and career planning.</td>
<td>II-G.4f</td>
<td>1, 2, 7, 8</td>
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<td>Analyze career, avocational, educational, occupational, and labor market information resources, and career information systems.</td>
<td>II-G.4b</td>
<td>6, 7, 8</td>
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<tr>
<td>Examine strategies of career development program planning, organization, implementation, administration, and evaluation.</td>
<td>II-G.4c</td>
<td>1, 2, 7, 8</td>
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<td>Assess career and college online resources and how technology can be used to disseminate information.</td>
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<td>4, 6, 8</td>
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<td>Examine interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.</td>
<td>II-G.4d</td>
<td>3, 7, 8</td>
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<td><strong>Skills and Practices</strong></td>
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<td>Demonstrate understanding of assessment instruments and techniques relevant to career planning and decision-making.</td>
<td>II-G.4f</td>
<td>1, 2, 3, 4, 7</td>
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<tr>
<td>Demonstrate understanding of career and educational planning, placement, follow-up, and evaluation.</td>
<td>II-G.4e</td>
<td>1, 2, 3, 4, 7</td>
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<td>Demonstrate understanding of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.</td>
<td>II-G.4g</td>
<td>3, 4, 7</td>
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<td>Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</td>
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<td>3, 4, 6, 7</td>
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<td>Demonstrate understanding of how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.</td>
<td>SC-C.4</td>
<td>4, 6, 7</td>
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Integration of Course and Self-reflection

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<th>Activity</th>
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<td>Interpret the use of career assessment and planning tools as they relate to personal goals and career plans.</td>
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<td>Synthesize career development theories and techniques to gain greater understanding of self as a career counselor.</td>
<td>1, 7</td>
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<td>Create a personal philosophy of career counseling based upon the history, theories, techniques, and self-awareness appropriate for future client populations.</td>
<td>1, 7</td>
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<tr>
<td>Examine personal thoughts and feelings for working with a diverse population on career development and counseling issues.</td>
<td>2, 3, 7</td>
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<tr>
<td>Analyze results of various career assessment instruments and record reflections of personal assessments.</td>
<td>1, 7</td>
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Activities to Achieve Course Objectives:

Grades will be based upon the following assignments and examination.

1. Career Autobiography (200 points): Students will prepare an autobiographical paper discussing their own career development. Students will address the following topics: salient demographics; personal and social history; educational history; vocational history; interests*; personality variables*; skills*; values*; cultural and socioeconomic variables and a personal evaluation of these factors.

*Each student will complete a series of online assessments (O*Net Interest Profiler, Keirsey Temperament Sorter®-II, SKILLS, and Myers-Briggs Type Indicator and informal assessments. We will also exchange your results with a peer and then complete a mock counseling session revolving around test interpretation. This will be a chance for you to practice career counseling techniques and to learn more about test interpretation as done in a counseling session.

2. Career Counseling Interviews (200 points): Each student will submit digital videos of two career counseling interviews and write a career development case study of the client. One interview should contain the interpretation of a career assessment and the second should include the use of a qualitative assessment with the client. See Career Counseling Interview Rubric below.

3. Diversity Research Paper (200 points): Groups will research the career development and counseling issues of a diverse population. Each group will submit a 12-15 page manuscript highlighting the application of a career theory or technique with a specific population. The group will develop a detailed case example to include in the manuscript. Papers will be shared with career counseling class. Examples of these manuscripts will be shared on Edvance.

4. Career Resource (200 points): In groups specific to school counseling or mental health, students will develop a career resource to be utilized with their population. I am giving you the flexibility to develop your own resource, however, it must be professional in presentation and counselor-friendly. We will discuss this project in more detail in class.

Class Participation (200 points): Graduate students are expected to prepare for class discussions and participation by completing readings and activities in advance of class attendance. Blackboard assignments will be required for several online meetings. The point values for each of these assignments are:

5. Resume and cover letter development and critique (50 points)
6. Career Counseling Resources assignment (25 points)
7. 5 Discussion Board(s) at 15 points each (75 points)
8. Quizzes (50 points)

**Methods of Evaluation:**
All assignments are to be completed by the stated due date. Late assignments will be graded in accordance with Class Policies (see below).

**Point summary:**
1. Career Autobiography 200 points
2. Career Counseling Sessions and Case Conceptualization 200 points
3. Diversity Research paper 200 points
4. Career Resource 200 points
   Class Participation
5. Resume and Cover Letter Critique 50 points
6. Career Counseling Resources 25 points
7. Discussion Boards 75 points
8. Quizzes 50 points
   **Total** 1000 points

**Grade Scale:**
Grades will be assigned on the basis of the following percentages:
93%-100%   A
85%-92%   B
77%-84%   C
Below 76%   F

**Identification of Course Artifacts:**
Graduate students in counseling are expected to maintain a Professional Portfolio during their training. The Portfolio must contain samples of at least one key assignment from each GSC course and examples of your professional activities outside of class. You are responsible for selecting and placing samples of your work in your Portfolio each semester. You will also want to include your professor's evaluation and feedback of your work in your Portfolio.

Your professional products can now be easily stored in an electronic Professional Portfolio identified for your use only. The web address to this electronic Portfolio is: [https://eaglenet.cn.edu/GSC](https://eaglenet.cn.edu/GSC). Your login and password to this site are the same as your CN email.

Projects and products from this course that you may wish to archive in your Professional Portfolio include: Career Autobiography, Resume and Cover letter, Client Case Conceptualization, Diversity Research Paper, and Career Resource.