



**Career Counseling
COUN 5060
Summer Semester
Three Credit Hours**

Contact Information

Instructor: Sarah Tucker, PhD, LPC (TX), NCC, RPT, CCPT-S

Email Address: stucker@ulm.edu

Office Hours: Tuesdays 10am-10:50am CST and by appointment*

Virtual Office: <https://zoom.us/j/86480030150> Meeting ID: 864 8003 0150

**Please note that virtual office hours are drop-in, meaning that students will be seen in the order they arrive. You may find yourself in the waiting room for a time if I am working with another student. I will admit you into the virtual office as soon as I am able. Alternatively, you may request to schedule an individual appointment with me via e-mail.*

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

This course includes the study of theories and trends in career development with direct implementation of theories and practices. The purpose of this course is to help students gain an understanding of the world of work in the lives of all clients and develop the knowledge and skills needed to provide career development and information services. This course focuses on theory and services in practice in the field of career counseling. In the world of professional counseling, individuals seeking services may need career guidance in order to discover strengths and interests, explore jobs and careers, and obtain gainful employment. Understanding career counseling theory may employ students with the techniques and skills necessary to be able to effectively assist those they serve with career development needs. Within this course, students will engage in online lecture-based instruction and experiential activities that emphasizes practical application of the skills learned. Multicultural, ethical and legal considerations will also be explored within this course.

Prerequisites

There are no prerequisites/corequisites for this course.

Syllabus content and schedule subject to change

Course Goal/Objectives:

At the conclusion of this course, students will be able to summarize career development theories/approaches and demonstrate clinical application of acquired career counseling skills. Students will be able to appraise ethical considerations and select developmentally responsive career interventions.

Objectives	CACREP Standards
Students will learn the following CACREP standards:	
	Core 2.F.
theories and models of career development, counseling, and decision making	4.a
approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	4.b
processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	4.c
approaches for assessing the conditions of the work environment on clients' life experiences	4.d
strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	4.e
strategies for career development program planning, organization, implementation, administration, and evaluation	4.f
strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	4.g
strategies for facilitating client skill development for career, educational, and life-work planning and management	4.h
methods of identifying and using assessment tools and techniques relevant to career planning and decision making	4.i
ethical and culturally relevant strategies for addressing career development	4.j
	School 5.G.
use of developmentally appropriate career counseling interventions and assessments	3.e

Course Topics

Topics covered in this course include:

- History of career counseling
- Career Development
- Multicultural Issues

Syllabus content and schedule subject to change

- Legal and Ethical Issues
- Career development theories
- The career counseling process
- Career services in educational/college settings
- Career services and school counseling
- Career services in mental health settings
- Assessment and intervention
- Technology resources
- Current research/trends in career counseling

Instructional Methods and Activities

This online course utilizes a combination of power point presentations, readings, experiential activities, videos, class discussions, and exams. For this process to be successful, each student must participate fully by reading assigned materials, logging onto Moodle regularly, and participating in class exercises and discussions. Students are responsible for obtaining the required textbook. Students are also solely responsible for reading the syllabus and checking Moodle and emails regularly for assignment updates and class information. Due to the abbreviated nature of this course, students should expect to engage with course materials frequently throughout the week to be successful.

Assignment Overview:

Detailed assignment descriptions will be distributed separately from the course syllabus. See Moodle for full assignment descriptions and rubrics.

Assignment	Due Date	Points
1. Discussion Board Posts (5 posts @ 5 pts each)	Weeks 1-5 Initial Post: Due Fridays by 11pm CST Response Posts: Due Sundays by 11pm CST	25
2. Reading Quizzes (4 quizzes @ 5 pts each)	Weeks 1-4 – Due Sundays by 11pm CST	20
3. Self-Assessment and Reflection	Week 2 - Due 6/13 @ 11pm CST	5
4. Video Reflection/Discussion	Week 3 – Due 6/20 @ 11pm CST	5

Syllabus content and schedule subject to change

5. Paired Mock Career Session (15 pts) and Reflection (10 pts)	Week 4 - Due 6/27 @ 11pm CST	25
6. Comprehensive Evaluation (KPI) (20 pts)	Week 5 – Due 6/30 @ 12pm CST	20
TOTAL POINTS		100

Assignment Summaries:

1. **Discussion Prompts (5 points each/25 points total)**

Due Weeks 1-5

Each week, there will be 1 discussion prompt posted to Moodle. The prompt will be visible to students by Monday at 8am CST of each week (Tuesday at 8am CST on Week 1). Students must make 1 original post AND 2 response posts in order to receive full credit for that week's discussion. Students will have until Friday 11pm CST to post their own original post, and until Sunday at 11pm CST to complete their response posts.

Students are free to respond to the discussion prompts using written OR video format. Students can use varied formats for responses each week.

Written posts: In order to foster graduate level discussions, the original written post minimum is set at 250. Responses to discussion posts should be about 50 words. Responses of “Good job!”, “I agree”, “Thanks!”, etc. are welcome but do not count towards the 50 word minimum. Abbreviated posts will not receive full credit.

Video posts: Alternatively, students may fulfill **both original and response** discussion requirements at once by recording a small group discussion (3-4 total peers) with other peers in their course section. Each student must discuss their own responses as well as engage with one another's responses. In order to receive credit, each student should post the group discussion video link to his or her own separate discussion post.

2. **Reading Quizzes (5 points each/20 points total)**

Due Weeks 1-4 Sundays @ 11pm CST

Students will complete 4 weekly multiple-choice quizzes based on the course content from the week (all readings and lectures may be included). Quizzes will open Monday at 8am CST of each week (Tuesday at 8am CST on Week 1). Students will be given two opportunities to complete the quiz. The final quiz attempt will be the grade recorded.

3. **Self-Assessment and Reflection (5 points)**

Due Sunday 6/13 @ 11pm CST

Students will complete the online O*NET Interest Profiler and Work Values Matcher and complete a reflection on their process utilizing the prompt found on Moodle.

Students may choose to write a 1.5-2 page reflection paper **OR** submit a 5-8 minute video reflection.

<https://www.mynextmove.org/explore/ip>

<https://www.careeronestop.org/Toolkit/Careers/work-values-matcher.aspx>

4. **Video Reflection/Discussion (5 points)**

Due Sunday 6/20 @ 11pm CST

Students will complete either an individual written reflection **OR** small group video discussion over assigned videos in Week 1: “Skills for Guided Discovery” and Week 2: “Career Construction Interview” utilizing the prompt found on Moodle.

Students may choose to write a 1.5-2 page reflection paper **OR** submit a 8-10 minute video discussion with peers (2-4 total peers). Discussion will count as completed reflections for each student, as long as each individual student contributes to the discussion.

5. **Paired Mock Career Session (20 points) and Reflection (10 points); (30 points total)**

Due Sunday 6/27 @ 11pm CST

Students will be assigned to pairs to conduct a 30-minute mock career session. Students will utilize the Career Construction Interview protocol as outlined on Moodle to conduct the mock session. Students are expected to integrate skills based on assigned readings and videos in weeks 1 and 2. Students will then complete a reflection on their process in both roles utilizing the prompt found on Moodle.

Students may choose to write a 2-3 page reflection paper **OR** submit a 8-10 minute individual video reflection.

Students who prefer to complete a video reflection as a discussion with their mock partner may submit a 12-15 minute video together. These paired reflections will count as completed reflections for each student, as long as prompt requirements are met by each individual student.

6. **Comprehensive Exam (KPI) (20 points)**

Due Wednesday 6/30 @ 12pm CST

Students will complete a 55-question comprehensive exam designed to assess their knowledge surrounding career counseling. The exam will be based on all assigned textbook readings throughout the course. Exam opens on Moodle Saturday 6/26 @ 8am CST and closes Wednesday 6/30 @ 12pm CST.

Evaluation and Grade Assignment

Grades will be assigned as follows:

- A = 100-90 points
- B = 89 – 80 points
- C = 79 –70 points
- D = 69 – 60 points
- F = 59-0 points

Class Policies and Procedures

Required Textbook:

Niles, S. G., & Harris-Bowlsbey, J. (2017). *Career development interventions* (5th ed.). Pearson Education.

Recommended Materials:

Career Development Quarterly (CDQ)

Journal of Counseling & Development (JCD)

Journal of Consulting and Clinical Psychology (JCCP)

Journal of Vocational Behavior (JVB)

National Career Development Association: www.ncda.org

American Counseling Association: www.counseling.org

American School Counselor Association: www.schoolcounselor.org

Date	Assigned Readings/Videos	Assignments Due
Week 1: 6/1/21- 6/6/21	Textbook Chapters: <ul style="list-style-type: none">• 1: Introduction to Career Development Interventions• 2: Understanding and Applying Theories of Career Development• 3: Understanding and Applying Recent Theories of Career Development Video: “Skills for Guided Discovery”	<ul style="list-style-type: none">• Discussion Post #1• Reading Quiz #1

Syllabus content and schedule subject to change

Week 2: 6/7/21- 6/13/21	Textbook Chapters: <ul style="list-style-type: none"> • 4: Providing Culturally Competent Career Development Interventions • 5: Assessment and Career Planning • 6: Career Information Resources Video: “Career Construction Interview”	<ul style="list-style-type: none"> • Self-Assessment and Reflection • Discussion Post #2 • Reading Quiz #2 • <i>Confirm Partner Contact and Mock Session Date</i>
Week 3: 6/14/21- 6/20/21	Textbook Chapters: <ul style="list-style-type: none"> • 7: Using Information and Communication Technologies to Support Career Counseling and Planning • 8: Career Counseling Strategies and Techniques for the 21st Century • 9: Designing Implementing and Evaluating Career Development Programs 	<ul style="list-style-type: none"> • Discussion Post #3 • Reading Quiz #3
Week 4 6/21/21- 6/27/21	Textbook Chapters: <ul style="list-style-type: none"> • Specialty Chapter (Students will select one chapter between chapters 10-14 based on specialty/interest area) • 15: Ethical Issues in Career Development Interventions 	<ul style="list-style-type: none"> • Mock Session • Discussion Post #4 • Reading Quiz #4
Week 5 6/28/21- 6/30/21	<ul style="list-style-type: none"> • No new readings; Comprehensive Exam Review 	<ul style="list-style-type: none"> • Discussion Post #5 • Comprehensive Exam

Other Policies and Procedures

Attendance Policy : This is an online class. Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university’s policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course

Syllabus content and schedule subject to change

evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no response, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late submissions *may* be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day. Students are responsible for contacting the instructor to determine opportunities for late submission.

Student Services: The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website : www.ulm.edu/counselingcenter/

Syllabus content and schedule subject to change

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

If you have accommodations that I need to be made aware of, please contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

How to use Moodle:

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

KPI Assessment (Comprehensive Exam) COUN 5060 Grading Rubric

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	Core	
	2.F.	
theories and models of career development, counseling, and decision making week 1	4.a	
approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors week 1	4.b	
processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems week 3	4.c	
approaches for assessing the conditions of the work environment on clients' life experiences week 2	4.d	
strategies for assessing abilities, interests, values, personality and other factors that contribute to career development week 2	4.e	
strategies for career development program planning, organization, implementation, administration, and evaluation week 3	4.f	
strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy week 2	4.g	
strategies for facilitating client skill development for career, educational, and life-work planning and management week 2 and 3	4.h	
methods of identifying and using assessment tools and techniques relevant to career planning and decision making week 2	4.i	
ethical and culturally relevant strategies for addressing career development week 2 and week 4	4.j	

Syllabus content and schedule subject to change

	School 5.G.
use of developmentally appropriate career counseling interventions and assessments	3.e

	Performance Level 1-5
Average (i.e., total scores divided by number of requirements/standards)	
Percentage (i.e., an average performance level of 3.5 will be $3.5/5 = 70\%$)	
Total Points (i.e., syllabus assigns 30 points to assignment – $70\% = 21$ points)	