Course Information
COUN637 - CAREER DEVELOPMENT
Spring 2018
3 Semester Hours

Location/Date/Time
Room: SB003
Tuesdays, 8:30 – 11:10am

INSTRUCTOR’S INFORMATION:
Teresa J. Haase, PhD, LPC, ACS
Email: teresa.haase@emu.edu
Office Phone: 540.432.4248/cell 540-421-4078
Office Hours: by appointment

COURSE DESCRIPTION:
Students will be introduced to career development recognizing the importance and uniqueness of various facets of career counseling. Emphasis is given to developmental considerations and the role of testing, educational and career development program planning and implementation. Technology-based career development applications and strategies will be explored. The interrelationships among and between work, family and other life role factors will be considered with a special emphasis on gender, diversity and working with specific populations. Legal and ethical issues will be discussed as well as issues of personal faith and values.

COURSE GOALS AND OBJECTIVES: Related to CACREP 2016 Standards
1. Students will learn career development theories and decision-making models. (CACREP 2.F.4.a.)
2. Students will learn career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems. (CACREP 2.F.4.c.; F.1.h.)
3. Students will gain an understanding of career development program planning, organization, implementation, administration, and evaluation. (CACREP 2.F.4.f)
4. Students will learn the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development. (CACREP 2.F.4.b. & j.)
5. Students will learn approaches for assessing the conditions of the work environment on clients’ life experiences. (CACREP 2.F.4.d)
6. Students will become aware strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. (CACREP 2.F.4.e.; F.7.i.)
7. Students will learn strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy. (CACREP 2.F.4.g.)
8. Students will learn strategies for facilitating client skill development for career, educational, and life work planning and management. (CACREP 2.F.4.h.)
9. Students will learn methods of identifying and using assessment tools and techniques relevant to career planning and decision-making. (CACREP 2.F.4.i.)

Syllabus Disclaimer:
This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

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Teaching Approach:
The teaching technique known as discussion teaching will be used in this course. In the discussion method, students use issues and ideas as the basis for exploring the content of the curriculum, and the teacher serves mainly as a facilitator of classroom discussion—rarely "telling" students what they should know, but probing, questioning, hypothesizing, challenging, and rephrasing their comments in an effort to help them analyze and understand. The technique focuses on issues and experiences, rather than facts and theories and assumes that a body of knowledge consists of questions as well as answers. The teaching approach of the class embraces the belief that we are all teachers and that we will learn from one another. Each student's experiential background, value system, world view, reflections, and knowledge are valuable assets for understanding the course content. A variety of perspectives and opinions will be strongly encouraged.

Technology:
• Please turn them off and please do not text during class as it is disruptive and takes away from the focus of the class. Inadvertently, we all forget to turn them off and that’s okay. If for some reason you need to have your cell phone on, please let me know prior to class.

• Students using laptop computers for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

REQUIRED TEXTS AND OTHER RESOURCES:


Assigned chapters and articles as noted in the course schedule [on Padlet: https://padlet.com/teresa_haase/CareerCounselingSpring2018 password: careercounseling


MAC Attendance Policy

1. Every student is provided one free absence. That means you can miss a class during the semester without penalty to your grade. PLEASE USE IT WITH DISCRETION. You are responsible for contacting a peer in the class to receive handouts and/or other information provided in your absence.

2. If a second class is missed the student must:
   a. make arrangements with classmates to get notes, links to information, and/or an overview of any class process
   b. write a 2-3 page summary of the class session content and/or process for submission to the course instructor.

3. Missing three classes or more will result in a failing grade.

4. It is the student’s responsibility to come to class on time and to leave class at the designated time; being late and/or leaving early is disruptive to the class.

5. Excessive lateness will significantly impact your participation and attendance grade. It can be disruptive to the culture of learning. It is also a behavior we monitor in the program as it will not be tolerated in most working environments. If a student is repeatedly late, walking into class after the start time (more than once), this will be the equivalent of one absence. If you have a concern about being late for class, please contact the instructor.

6. Leaving early is equivalent to an absence. Please don’t ask faculty members to make judgment calls for leaving early.

7. If a student is experiencing what he or she believes to be an extenuating circumstance that would justify receiving an exception to the above policies, that student should compose a one-page document explaining those circumstances. The situation will be reviewed by the entire faculty and a decision rendered as to whether there will be a grade policy exception.

Course Assignments

Point Structure – for 85 possible points (B track) – 100 points (A track)
1. THEORY PRESENTATIONS (15 points)
2. THEORIES QUIZ (5 points)
3. PROFESSIONAL DEVELOPMENT DOSSIER (40 points)
4. CAREER COUNSELING PRACTICE WORK & PAPER (20 points)
5. 8 HOURS of PROFESSIONAL EXPLORATION (15 points) – A track

Explanation of Assignments

1. CAREER DEVELOPMENT THEORIES PRESENTATIONS (15 points)
   With a partner, select one of the following theories. Use your text and outside sources to present a 30-minute explanation and application of the theory. Help the class to understand the essence, strengths and limitations, and practical applications of the theory. [CACREP 2.F.4.a; CACREP 2.F.4.b. & j.; CACREP 2.F.4.g.]
   ➢ Use role-plays and any experiential exercise that illustrates how a counselor might utilize this theory.
   ➢ A summarizing handout and bibliography should be prepared for each class member.
     ▪ Trait and Factor Theory – Parsons
     ▪ Developmental Theory – Super
     ▪ Holland’s Career Theory of Personality Types and Environments
2. **THEORIES QUIZ (5 points)**
   Each group will be asked to create two questions about their theory to submit for a co-created theories quiz.

3. **PROFESSIONAL DEVELOPMENT DOSSIER (40 points) – COMPETENCY REQUIREMENT**
   Your **Professional Development Dossier** should be submitted in a folder and should include:
   a. Table of Contents
   b. CareerBeam Assessment – Quick Profile
   c. Description of your ideal job & questions you might ask in an interview. (This can be an actual position opening, job description, or a narrative about the position you are hoping for.)
   d. Resume
   e. Cover letter
   f. Documentation of meeting(s) with Kyle

4. **CAREER COUNSELING PRACTICE WORK & REFLECTION PAPER (25 points) [CACREP 2.F.7.i.]**
   You will have the opportunity to work with an 8th grader on career planning and preparation. This will entail meeting for two 30 minute sessions at Eastern Mennonite Middle School.

   This practice work will require advanced preparation on your part and planning for each session to include activities you have completed for class, additional ideas you would like to integrate and a labor market resource sheet for your student.

   **Description of LABOR MARKET RESOURCE SHEET [CACREP 2.F.4.c.; F.1.h.]**
   Create a ‘resource sheet’ for each student with an annotated list of sites that would be especially useful for your student’s job or college planning or for more information related to their career interest. This sheet should be comprehensive and could include: useful assessment sites, labor market trends in the geographic area your client hopes to work in, sites where they can find jobs in the appropriate field, salary comparisons, cost of living comparisons, career descriptions, degree information, etc. Include technology requirements, education requirements, training/certification requirements for the jobs.

   **What to submit:**
   - Your 2 session plan for working with the EMMS students.
   - A 3-5-page reflection paper about the experience, **include copies of the activities you integrated and the labor market resource sheet** you created for your client.

5. **PROFESSIONAL EXPLORATION (15 points) – A TRACK**
   Attend 8 hours of training or social networking event to further your professional development as a counselor and soon to be Resident. The CVCA Workshop Dinner in January, EMU job fair, EMU film series, CVCA Spring Workshop, CVCA social, VACES Graduate Student conference, the Psychotherapy Networker Conference or Suter Science Seminar @ EMU, would be possibilities. Submit a summary/list of activities attended.
GRADING CRITERIA AND OTHER POLICIES:
The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. An A and B track is offered in most classes allowing students to complete assignments and reading commensurate with that grade. Students who complete work for a designated grade are not assured that grade as their work is assessed for competence and completeness by the grading professor. Students should be aware that graduate university policy allows two C grades before being dismissed from the program and insufficient completion of the B track requirements may increase their chances of receiving a lower grade.

GRADING & BREAKDOWN OF EVALUATION
- A and A−: Earned by work whose superior quality indicates a full mastery of the subject, and in the case of A, work of extraordinary distinction.
- B+, B, and B−: Earned by work that indicates a strong comprehension of the course material, a good command of the skills needed to work with the course materials, and the student's full engagement with the course requirements and activities.
- C+, C, and C−: Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course materials, and that indicates that the student has met the basic requirements for completing assigned work and participating in class activities.

Procedures for Revisions: Upon the completion and evaluation of graded material, students are permitted one attempt at revision. If necessary edits are completed, students will receive the grade they are attempting to achieve.

Procedures for Assignments: Turn in all assignments by class time. Late assignments will result in the reduction of a letter grade.

Course Schedule – 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading/Assignments Due</th>
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<tbody>
<tr>
<td>January 16</td>
<td>History, Job vs. Vocation, Ethical Considerations, Impact of Technology on Work, Career Assessments</td>
<td>Zunker, Chapters 1, 7 &amp; 8 [Padlet] Review NCDA Code of Ethics [Padlet] (CACREP II.K.4.g; K.1.c) Career Timeline [Padlet]</td>
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<tr>
<td>January 23</td>
<td>Narrative Counseling/ Savickas DVD Career Story Interview Overview</td>
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<tr>
<td>February 13</td>
<td>Guest Presenter: Kyle Laver, MA, EdS, Career Coach</td>
<td>Taber, et.al [Padlet]</td>
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<tr>
<td>February 21</td>
<td>Working with rural, vulnerable and medically underserved clients; Career development program planning, organization, implementation, administration, and evaluation; ECURA Project as an example</td>
<td>Grant Description, Proposal and Narrative [Padlet] Career Story Interview [Padlet]</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Reading and Preparation</td>
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<td>March 6</td>
<td>Mid-Semester Recess</td>
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<tr>
<td>March 13</td>
<td>Career Collaboration with EMMS students; De-brief and work on next session plans</td>
<td>Reading and Preparation for EMMS sessions (CACREP II.K.4.b)</td>
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<tr>
<td>March 20</td>
<td>Career Collaboration with EMMS students</td>
<td>Reading and Preparation for EMMS sessions (CACREP II.K.4.b)</td>
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<tr>
<td>March 28</td>
<td>Family Systems &amp; Young Adults; Job Loss and Transitions</td>
<td>Ebberwein, et al; Lopez &amp; Andrews [Padlet] (CACREP II.K.4.c)</td>
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<tr>
<td>March 13</td>
<td>Career Collaboration with EMMS students</td>
<td>Reading and Preparation for EMMS sessions (CACREP II.K.4.b)</td>
</tr>
<tr>
<td>March 30</td>
<td>Review Collaboration with EMMS students; Create 2 session plan &amp; Practice</td>
<td>Reading and Preparation for EMMS sessions (CACREP II.K.4.b)</td>
</tr>
<tr>
<td>April 3</td>
<td>Theories Presentations</td>
<td>Zunker, Chapters 2&amp;3 [Padlet] (CACREP II.K.4.a); Stoltz &amp; Young [Padlet]</td>
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<td>April 10</td>
<td>Theories Presentations</td>
<td>Whyte Beginnings; Practice Work Reflection Paper</td>
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<tr>
<td>April 17</td>
<td>Social Justice &amp; Advocacy Implications</td>
<td>Whyte Perspectives &amp; Pilgrimage; Vespa, et al [Padlet]</td>
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<tr>
<td>April 24</td>
<td>Mid-life Transitions &amp; Retirement – Theories Quiz</td>
<td>Harper &amp; Shoffner; Canaff [Padlet]</td>
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<tr>
<td>May 1</td>
<td>Wrapping Up – Discussion of Whyte Book</td>
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Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

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- **Writing Guidelines:**
  Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

- **Academic Integrity Policy (AIP):**
  Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

- **Turnitin:**
  Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: [http://turnitin.com/en_us/features/demos](http://turnitin.com/en_us/features/demos).
• **Moodle:**
Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

• **Academic Support Center**
If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. [http://emu.edu/academics/access/](http://emu.edu/academics/access/)

Please refer to the Student Handbook, which can be found at [http://www.emu.edu/studentlife/student-handbook/](http://www.emu.edu/studentlife/student-handbook/) for additional policies, information, and resources available to you.

• **Institutional Review Board:**
All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: [http://www.emu.edu/irb/](http://www.emu.edu/irb/).

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal.

• **Graduate Writing Center:**
Please take advantage of the free individual tutoring from graduate student tutors (see [http://www.emu.edu/writing-program/](http://www.emu.edu/writing-program/) for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: [https://emu.mywconline.com/index.php](https://emu.mywconline.com/index.php). See Academic Program Coordinator for more information about available services and tutoring times.

• **Course Extensions and Outstanding Grades:**
For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I" (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by
½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:
http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf
http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf

• Title IX:
The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior to your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to talk to this office directly, Marcy Engle, Title IX Coordinator, can be reached at 540-432-4148 or marcy.engle@emu.edu. Additionally, you can also report incidents or complaints through our online portal at http://emu.edu/safecampus/. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries’ pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.