



Master of Arts in Counseling

Course Syllabus

Course Information

COUN637 - CAREER DEVELOPMENT
Spring 2024
3 Semester Hours

Location/Date/Time

DC101
Wednesdays, 8:30 - 11:30am

INSTRUCTOR'S INFORMATION:

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Office Phone: (540) 432-4244
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.

Love and work...work and love, that's all there is...love and work are the cornerstones of our humanness. Sigmund Freud (maybe: Elms, A. (2005). Apocryphal Freud: Sigmund Freud's most famous "quotations" and their actual sources. Luzifer-Amor : Zeitschrift zur Geschichte der Psychoanalyse. 18. 82-108.)

COURSE GOALS AND OBJECTIVES:

1. Students will be able to identify relevant ethical and legal issues relevant to career development and counseling and will explore advocacy strategies for individuals facing barriers in the workplace and improving access to educational and occupational opportunities for people from marginalized groups. (3.D.8.11.12)
2. Students will research and apply theories and models of career development that support their understanding of approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors, both in the lives of their clients and in their personal lived experience. (3.D.1.2.)
3. Students will identify ethical, developmentally responsive, and culturally sustaining assessment instruments and approaches to assess the effect of clients' work environments on other life experiences, and clients' abilities, interests, values, personality, and other factors that contribute to career development. (3.D.4.5.7.).

4. Students will explore and implement processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems to support their own career progress as a model for supporting clients' career development. (3.D.3)
5. Students will apply program evaluation strategies to assess career development programming, organization, implementation, and administration to facilitate client skill development for career, educational decision making, postsecondary training readiness, and life-work planning and management. (3.D.6.9.10)

2024 CACREP Standards Addressed in COUN 637: Career Development

- 3.D.1. theories and models of career development, counseling, and decision-making
- 3.D.2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
- 3.D.3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
- 3.D.4. approaches for assessing the conditions of the work environment on clients' life experiences
- 3.D.5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
- 3.D.6. career development program planning, organization, implementation, administration, and evaluation
- 3.D.7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
- 3.D.8. strategies for advocating for employment support for individuals facing barriers in the workplace
- 3.D.9. strategies for facilitating client skill development for career, educational, and life-work planning and management
- 3.D.10. career and postsecondary training readiness and educational decision-making
- 3.D.11. strategies for improving access to educational and occupational opportunities for people from marginalized groups
- 3.D.12. ethical and legal issues relevant to career development and career counseling

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 email.

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.

REQUIRED TEXTS AND OTHER RESOURCES:

Savickas, M. (2019). *Career counseling* (2nd edition). APA Publishing.

Whyte, D. (2002). *Crossing the unknown sea: Work as a pilgrimage of identity*. Riverhead Books.

(Free e-book through the EMU Library) Brown, S.D. & Lent, R.W. (Eds.).(2005). Career development and counseling: Putting theory and research to work. John Wiley & Sons.

Assigned chapters and articles as noted in the course schedule on Moodle:

Gibson, D. M. (2005). The use of career genograms in career counseling with elementary, middle and high school students. *The Career Development Quarterly*. (35). 353-362.

Isay, D. (2016). *Callings: The purpose and passion of work*. Penguin Books.

Palmer, P. (2004). *A hidden wholeness: The journey toward an undivided life – Welcoming the soul and weaving community in a wounded world*. Jossy-Bass.

Porfeli, E. and Lee, B. (2012). Career development during childhood and adolescence. *New Directions for Youth Development*. No. 134. Wiley Productions.

Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. HarperCollins.

West, J. (2003). *Leaders and legacies: Contributions to the profession of counseling*. Taylor & Francis.

Zunker, V. (2016). *Career counseling: A holistic approach*. Cengage Learning.

Course Assignments

1. Career Counseling Practice Work and Paper
2. Career Counseling Theory Presentation
3. Labor Market Resource Sheet
4. Professional Development Dossier

1 Career Counseling Practice Work and Paper (3.D.4.5.7.10)

For this assignment, you will be paired with another student or two in this class with whom you will practice the Career Construction Interview. You will meet for two sessions – one in which you will facilitate the interview and one in which you will discuss themes and create a moving forward plan with your “client”. Write a 3-5 page (double spaced) informal summary of the process, outcome, and reflection.

2 Career Counseling Theory Presentation (3.D.1.4.5.9.11)

Select one of the following theories. Research the theory and prepare a 30-minute explanation and application of the theory. Help the class to understand the essence, strengths and limitations, career assessment approaches, and practical applications of the theory.

Feel free to 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
- Work Adjustment Theory
- Holland's Career Theory of Personality Types and Environments
- Gottfredson' Theory of Circumscription and Compromise (Self-Concept)
- Happenstance Theory – Krumboltz
- Decision Making Theory – Tiedman & O'Hara
- Social Cognitive View
- Needs Press Theory – Murray
- Women's Career Development
- Career Counseling with Multicultural Groups
- Working with those who are Unemployed & Social Justice Considerations

3 Labor Market Resource Sheet (3.D.3)

Create a ‘resource sheet’ for yourself with an annotated list of sites that would be especially useful for your job search. Possibilities for websites that give you helpful information include useful assessment sites, labor market information in the geographic area you hope to work in, sites where you can find jobs in the appropriate field, salary comparisons, cost of living comparisons, career descriptions. Include technology requirements, education requirements, training/certification requirements for the jobs you are exploring. You will share information from your resource sheet with the class so that others can benefit from your exploration and vice versa.

4 Professional Development Dossier (competency assignment) (3.D.2.3.4.5.7.9)

Your Professional Development Dossier should include a description of your ideal job and 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.) Also include your resume, cover letter (real or general), professional disclosure statement, and results from a career assessment instrument (MBTI, Strong, O*Net, Holland Codes, Big 5, etc.).

Dossier materials:

- **Description of ideal job placements**, both after graduation and long term.
 - Describe the setting, caseload, populations served, growth opportunities, relative income, use of technology, and work-life balance.
 - Imagine the interview process. For such positions, what questions would you want to ask during an interview? How would you prepare for the interview? What qualifications and skills (hard/soft) are necessary for such positions?

- **Resume:** update the resume you used to apply to the EMU Graduate Counseling Program using resources on the EMU Career Center website and advice provided by Kimberly Phillips, Director of Career Services, during her guest presentation.
- **Cover Letter:** Write a professionally formatted cover letter/letter of interest for a real or imagined position. using resources on the EMU Career Center website and advice provided by Kimberly Phillips, Director of Career Services, during her guest presentation. Include the position for which you are applying, reasons you are interested, and particular skills, values, and qualities that would make you a good fit for the position.
- **Professional Disclosure Statement:** Using the outline provided in class, you will write and include a professional disclosure statement that includes your training and qualifications, approach(es) to psychotherapy, professional counselor identity, contact information, and ethics attestation.
- **Career assessment instrument:** Include the results and analysis of at least one career assessment instrument using the Yale Career Center links (Moodle) to career assessment instruments, additional instruments linked on Moodle, and instruments available through the graduate counseling department and EMU career center.

GRADING CRITERIA AND OTHER POLICIES:

Career Counseling Practice Work and Paper	30
Career Counseling Theory Presentation	20
Labor Market Resource Sheet	15
Professional Development Dossier	25
<u>Participation (entry/exit tickets):</u>	10
Total:	100
A = 93 - 100	B- = 80- 82
A- = 90 - 93	C+ = 77 - 79
B+ = 87 - 89	C = 73 - 76
B = 83 - 86	C- = 70 - 72

Course Schedule

Date	Subject	Reading/Assignments Due
1/17/24	Introduction to the course, Job vs. Vocation Career Timeline Commissioning	
1/24/24	Narrative Counseling, Ethical Considerations Savickas DVD: Session 1 (Michael) (3.D.4.5.7.10)	Savickas 1-5 Review NCDA Code of Ethics (Moodle) 2014 ACA Code of Ethics 2015 NDCA Code of Ethics
1/31/24	Savickas DVD: Session 2 (Michael) Career Construction Interview: Session 1 (3.D.4.5.7.10)	Taber et. al (Moodle) Savickas 6-9
2/07/24	Savickas DVD – Session 3 (Michael) Career Construction Interview: Session 2 (3.D.4.5.7.10)	
2/14/24	Career Construction Interview: Session 3 History of career development program planning, ethics and legal considerations, organization, implementation, administration and evaluation (3.D.6.12)	
2/21/24	Guest Speaker: Kristen Myers Berkey, LPC	Due: (1) Career Counseling Practice Paper
2/28/24	Career Theories (3.D.1.4.5.9.11)	Due: (2) Theory Presentation
3/06/24	Spring Break - No Class	
3/13/24	Career Theories (3.D.1.4.5.9.11)	Due: (2) Theory Presentation
3/20/24	Career Development & Planning with Children & Adolescents; Family Systems & Young Adults Career Changes, Mid-Life and Retirement	Brown & Lent, 16 Porfeli and Lee (Moodle) Gibson (Moodle) Ebberwein, et. al; Lopez & Andrews (Moodle) Whyte, Beginnings & Mid Ocean

	(3.D.7.9)	
3/27/24	Alumni Day!	
4/03/24	Community Care Day - No Class	No Class
4/10/24	Exploration & Job Searching Resumes, Cover Letters & Interviewing (3.D.9) Guest Speaker: Kimberly Phillips, Director of EMU Career Services	Due: (3) Labor Market Resource Sheet
4/17/24	Career Assessments (3.D.4.5.) Working with rural, vulnerable, marginalized clients and impacts of socioeconomic status; Job Loss, Transitions (3.D.7.8.11.)	Brown & Lent, 12-15 Whyte, Arrivals & Perspectives
4/24/24	Course review	Due: (4) Professional Development Dossier
May 1, 2024	Capstone Day: No class	

***Please note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

ACADEMIC PROGRAM POLICIES: For EMU graduate program policies, please see the complete [graduate catalog](#).

The Graduate and Seminary [Student Handbook](#) contains policies, information, and resources. This section of the syllabus highlights several key items.

CLASSROOM CULTURE & RELATED POLICIES

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While I anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, I invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that I am violating this commitment, please make an appointment to meet outside of class so that we can discuss the issue.

I hope we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. I have opinions, which I may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a brave space in which everyone learns to participate in scholarly dialogue that values listening, thinking, feeling, study, and professionalism. (*Adapted from Margaret Sallee and Kathryn Roulston*)

1. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We welcome differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
2. We will trust that people are always doing the best they can.
3. Challenge the idea and not the person. We debate ideas, not the individual sharing this idea or practice.
4. Each of us will strive to speak our discomfort. When something is bothering you, please practice sharing this with the group. Often our emotional reactions offer valuable learning opportunities.
5. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.
6. Stay engaged. When overwhelmed or stressed, it can be tempting to slip away from the class or group while meeting. Let us honor one another with focused connection. When we catch ourselves disengaging, let us gently refocus on the tasks at hand.

INCLUSIVE, COMMUNITY-CREATING LANGUAGE POLICY

EMU is committed to creating and maintaining an inclusive, safe, supportive educational environment that fosters respect for others and is free from intolerance directed toward individuals or groups. As such, EMU expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, religious identity, gender, disabilities, age, and sexual orientation. We will strive to use respectful and welcoming language in our classrooms.

As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the [LGBTQIA+ Student Support Policy](#).

BIAS RESPONSE

Bias incidents are harmful to the EMU community and/or individuals within the EMU community. Bias can be intentional or unintentional and may be directed toward an individual or group. A bias incident may take the form of a verbal interaction, cyber-interaction, physical interaction, or interaction with property. Bias reporting is a resource for anyone who needs to communicate an incident or explore a better understanding around issues of discrimination and learning how to effectively respond. All members of the university community are encouraged to [report](#) incidents of bias.

ATTENDANCE POLICY & LEARNING ENGAGEMENT

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. If a student misses 2 class periods, they are expected to write a 1-page reflection paper on the content missed (drawing from class readings, resources on Moodle, and conversations with classmates). A third missed class may result in failing the course. The student is responsible for the material presented in classes missed. Students should be aware of the importance of regular class attendance, particularly in the case of classes that only meet once a week or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

RELIGIOUS HOLIDAYS

EMU respects the diversity of religious holidays and wishes to provide reasonable accommodations for students who may be unable to fully participate in class, lab, exams, or other assignments due to observation of a significant religious holiday. Students should provide adequate notice (a week in advance) to the faculty of such requests.

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 3 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: Grades for coursework submitted late may be reduced at the instructor's discretion and in line with their course policy on turning in coursework after the due date. If the extension*

deadline is not met, the instructor will submit the final grade based on what has been received to date.

WRITING GUIDELINES

EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions.

GRADUATE & PROFESSIONAL STUDIES WRITING CENTER

Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate writing](#) coach. Please visit the website to schedule an appointment.

ACADEMIC ACCOUNTABILITY & INTEGRITY

In accordance with EMU mission, vision, and life together statements, we expect academic integrity of all members of the community. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#). EMU fosters a culture where faculty, staff, and students respect themselves and others. EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, integrity, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. At EMU, a transparent account for academic work involves producing and submitting one's own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one's credentials, and facts or opinions; and appropriately documenting use of technology.

Academic Honesty

When grading your work, I will interpret the originality report and will follow the [Academic Accountability Policy and Procedures](#) as appropriate.

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 will no longer be accessible. [Please be sure to download resources from Moodle that you wish to have ongoing access to.](#)

TECHNOLOGY REQUIREMENTS AND COMMUNICATION (if joining a class by Zoom)

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. [In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption.](#) Remember to keep your headsets UNMUTED during the sessions and

avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

INSTITUTIONAL REVIEW BOARD (IRB)

All research conducted by or on EMU faculty, staff, or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

LIBRARY

The [Hartzler Library](#) offers research support (via email, chat, phone, or SSC campus). The library home page offers subject guides to help start your research.

DISABILITY RESOURCES

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through the Office of Academic Access. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under federal law, the Americans with Disabilities Act, and the 2008 ADA Amendments Act.

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. To request services, use the [online request form](#) or call the coordinator of the Office of Academic Access at (540) 432-4638.

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 to incidents that happened prior to your enrollment at EMU.

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or 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.

Foundations D: Career Development

Professional Development Dossier

An overall score above 4 or above indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Category	Criterion	1 (Needs work)	2 (Meets minimum expectations)	3 (Demonstrates competence)	4 (Demonstrates proficiency)	5 (Illustrates mastery)
1) Content	Resume and cover letter clearly articulate identity, training experiences, preparation, and personal qualities that align with the desired position(s).	Resume and cover letter are incomplete.	Resume and cover letter are nearly complete; there may be elements that need clarity and elaboration.	Resume and cover letter are clear and complete; there may be elements that need elaboration.	Resume and cover letter are clear, thorough, and complete.	Resume and cover letter are professional, clear, thorough, and complete.
	Professional disclosure statement includes ethics attestation, qualifications, and theoretical/clinical orientation and practice.	Materials for Professional disclosure statement is incomplete.	Professional disclosure statement is complete; there may be elements that need clarity and elaboration.	Professional disclosure statement is clear and complete; there may be elements that need elaboration.	Professional disclosure statement is clear, thorough, and complete.	Professional disclosure statement is professional, clear, thorough, and complete.
	Description of ideal jobs includes components such as populations, specialties, workplace environment, location, and supervision	Description of ideal jobs is incomplete	Description of ideal jobs is nearly complete; there may be elements that need clarity and elaboration.	Description of ideal jobs is clear and complete; there may be elements that need elaboration.	Description of ideal jobs is clear, thorough, and complete.	Description of ideal jobs is professional, clear, thorough, and complete.
	Career assessment instrument(s) results and analysis	Career assessment instrument(s) results and analysis are incomplete	Career assessment instrument(s) results and analysis are nearly complete; there may be elements that need clarity and elaboration.	Career assessment instrument(s) results and analysis are clear and complete; there may be elements that need elaboration.	Career assessment instrument(s) results and analysis are clear, thorough, and complete.	Career assessment instrument(s) results and analysis are professional, clear, thorough, and complete.

2) Synthesis	Makes clear connections across relevant topics	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated
3) Rhetoric	Written with a coherent, clear structure that supported the review	Poorly conceptualized, haphazard	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, professionally written, coherent and free of grammatical errors or spelling flaws

Student name: _____

Faculty Reviewer: _____

Date: _____

Total Grade: _____ /5