



Master of Arts in Counseling

Course Syllabus

Course Information

COUN637 - CAREER DEVELOPMENT
Spring 2020
3 Semester Hours

Location/Date/Time

Room: SB203
Wednesdays, 12:30-3:10pm

INSTRUCTOR'S INFORMATION:

Kimberly C. Phillips, M.S., NCC

Email: kimberly.phillips@emu.edu

Office Phone: 540.432.4131/cell: 540.784.5919

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.

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:

Savickas, M. (2011). *Career counseling*. Washington, DC: APA Publishing.

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

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

www.padlet.com

username: kimberly.phillips@emu.edu

password: careercounseling

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.

Lopez, F. G. and Andrews, S. (1987). Career indecision: A family system's perspective. *Journal of Counseling and Development*. (65) 304-307.

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

Stoltz, K. and Young, T. (2012). Applications of motivational interviewing in career counseling: Facilitating career transition.

Vespia, K. M., Fitzpatrick, M. E., Fouad, N., Kantamneni, N., and Chen, Y.L. (2010). Multicultural career counseling: A national survey of competencies and practices. *The Career Development Quarterly*. (59). 54-71. Journal of Career Development. 40(4) 329-346.

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

MAC Attendance Policy

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.

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.

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

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.

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.

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

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 – 100 points total

1. THEORIES PRESENTATION (15 points)
2. THEORIES MID-TERM (10 points)
3. PROFESSIONAL DEVELOPMENT DOSSIER (50 points)
4. CAREER PRESENTATION (25 points)

Explanation of Assignments

1. CAREER DEVELOPMENT THEORIES PRESENTATION (15 points)

With a partner, select one of the following theories. Use your text and outside sources to present a 20-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-Oriented Theories
Social Learning and Cognitive Theories
Developmental Theories
Person-in-Environment

2. THEORIES MID-TERM (10 points)

Each group will be asked to create two questions about their theory to submit for a co-created theories mid-term.

3. PROFESSIONAL DEVELOPMENT DOSSIER (50 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 (10 points)
- c. Description of your ideal job & questions you might ask in an interview. (This can be an actual position, job description, or a narrative about the position you are hoping for.) (10 points)
- d. Resume (10 points)
- e. Cover letter (10 points)
- f. Integrated summary of reflections about results of CareerBeam, class activities and readings. (10 points)

4. CAREER COUNSELING GROUP PRESENTATION

In groups of three or four, students will present on a pressing issue in career counseling. Here are some suggestions:

- Issues of Equity or Disparity
- EAP counseling
- Labor movements & human rights issues
- Historical events impacting career counseling
- Globalization
- Women and minority rights
- Unemployment
- Innovative job training programs

Groups should submit group members and topics by February 19. Use outside sources to present a 30-minute overview of your topic. Lead class in a discussion about your topic and provide context as to how the topic is relevant to the practice of career counseling or clinical mental health counseling. (CACREP 2.F.4.a; CACREP 2.F.4.b. & j.; CACREP 2.F.4.g.)

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. 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-: 92-100 points. 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-: 80-91 points. 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-: 70-79 points. 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.

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.

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.

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.

Office of Academic Access

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/>
Please refer to the Student Handbook, which can be found at <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.

Graduate & Professional Studies Writing Center:

Please take advantage of the free individual tutoring from graduate student tutors (see <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>. See Academic Program Coordinator for more information about available services and tutoring times.

Library

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

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>

Inclusive, Community-Creating Language Policy:

Eastern Mennonite University expects all its faculty, staff, and students to adopt [inclusive written and spoken language](#) that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

Title IX:

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 I cannot keep information about sexual violence confidential if you share that information with me. For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. Incidents that have occurred on campus, at a campus event, and/or while a student at EMU require follow up by the Title IX Coordinator. If you would like to talk to the Title IX Coordinator directly, Rachel Roth Sawatzky can be reached at 540-432-4849 or rachel.roth.sawatzky@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.

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

Date	Subject	Reading/Assignments Due
January 15	Introductions, Job vs. Vocation, Ethical Considerations, CareerBeam	
January 22	Narrative Counseling, Career Story Interview Overview	Zunker, Ch 1, 7 & 8 (Padlet) Savickas 1-5 (CACREP II.K.4.h) Review NCDA Code of Ethics (Padlet) (CACREP II.K.4.g; K.1.c) Career Timeline (Padlet)
January 29	Savickas	Taber et. al (Padlet) Savickas 6-9 (CACREP II.K.4.h) Career Style Interview (Padlet)
February 5	Career Theories	Zunker, Ch 2-3 (Padlet) Theory Presentation Handout, Mid-term Questions & Annotated Bibliography
February 12	Working with rural, vulnerable and medically underserved clients; Career development program planning, organization, implementation, administration and evaluation	Grant Description, Proposal and Narrative (Padlet) Career Genogram
February 19	Career Development & Planning with Children & Adolescents	Porfeli and Lee (Padlet) Gibson (Padlet) (CACREP II.K.4.h) Career Presentation Group Members and Topic
February 26	<i>Callings</i> Discussion Career Presentation Group Work	Isay, Dreamers and Generations Career Theories Mid-term
March 4	Spring Break- No Class	
March 11	<i>Callings</i> Discussion Career Presentation Group Work	Isay, Philosophers and Groundbreakers
March 18	Family Systems & Young Adults; Job Loss, Transitions	Ebberwein, et. al; Lopez & Andrews (Padlet) (CACREP II.K.4.e)
March 25	Career Changes Mid-life and Retirement	Reading TBD
April 1	Career Assessments Exploration & Job Searching	
April 8	Resumes, Cover Letters & Interviewing	
April 15	Presentations	Handout & Annotated Bibliography
April 22	Presentations	Handout & Annotated Bibliography *Competency: Professional Development Dossier
April 29	Review & Closing	

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