

## 5773 Career Counseling

**CATALOG DESCRIPTION:** A study of the processes of career assessment, counseling, planning, and development. Internet resources are utilized. Students will develop competency in career counseling interventions with diverse populations.

**Instructor:**

John F. Kennedy, M.A., LMFT, LPC-MHSP, NCC  
1000 Cherry Road  
Memphis, TN 38117

**Semester:** Fall 2009 (8/17 – 12/7)

**Format:** Lecture (On-campus)

**Day(s) Class Meets:** Mondays

**Time Class Meets:** 1:00 P.M. – 3:45 P.M.

**Office Location:** Ijams Administration Building, Room 226

**Office Hours:** Tuesdays - 8 to 5 (please schedule appointments)

**Office Phone:** (901) 432-7715

**Email:** [jkenned1@harding.edu](mailto:jkenned1@harding.edu)

**Website:** <http://www.jfkcpa.com>

**Skype ID:** jfk1465

**Graduate Assistant for Counseling Department:** Jennifer Farmer ([jalgren@harding.edu](mailto:jalgren@harding.edu))

**STUDENTS WITH DISABILITIES:** It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, Associate Dean, at (901) 761-1353.

**LIBRARY RESOURCES:** If you have not taken 5770-Research in Counseling, or took it more than a year ago, go to the HUGSR Web site ([www.hugsr.edu](http://www.hugsr.edu)) for information concerning library services to students. Under the “Library” tab, you will find a link and instructions for searching the HUGSR online catalog (Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. The research guides distributed in 5770-Research in Counseling are available on site as well. These annotated bibliographies list basic tools you will find helpful in your research.

### I. ACADEMIC INTEGRITY

Harding University’s Three Principles of Integrity:

1. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
2. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
3. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

## II. COURSE DESCRIPTION

This course looks at current career development theories and decision-making models. Students will become acquainted with the use of print and electronic resources, counseling techniques, and assessment instruments used in career counseling across multiple settings, with specific attention given to multicultural applications. Students will have opportunities to explore the interaction of career decisions and quality of life, both from a counselor and client perspective. Instructional methods include lectures, class discussion of readings, library research (printed and electronic), group projects, and experiential learning.

## III. CONTENT AREAS & CRITICAL COMPETENCIES

(CACREP 2009 Standards can be found at: <http://www.cacrep.org/2009standards.htm>.)

Students will gain an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models (evidenced by successful completion of examinations and of career profile reports) - Fulfills CACREP 2009 Standard II.K.4.a;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems (evidenced by successful completion of examinations) - Fulfills CACREP 2009 Standard II.K.4.b;
- c. career development program planning, organization, implementation, administration, and evaluation (evidenced by successful completion of examinations) - Fulfills CACREP 2009 Standard II.K.4.c;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development (evidenced by successful completion of examinations and fieldwork experience) - Fulfills CACREP 2009 Standard II.K.4.d;
- e. career and educational planning, placement, follow-up, and evaluation (evidenced by successful completion of examinations and two career profile reports) - Fulfills CACREP 2009 Standard II.K.4.e;
- f. assessment instruments and techniques relevant to career planning and decision making (evidenced by successful completion of examinations, field experience, and career profile reports) - Fulfills CACREP 2009 Standard II.K.4.f; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy (evidenced by successful completion of examinations, fieldwork experience, and career profile reports) - Fulfills CACREP 2009 Standard II.K.4.g.

## IV. USE OF TECHNOLOGY

Use of technology in the counseling profession is a way to be on the cutting edge of the profession. Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions
- Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).
- Use of technology platforms for live-chats such as Moodle (text chat) and SKYPE (live text, audio, and visual chat)

*Equipment Requirements:* Internet access using a graphical web browser such as FireFox 2.0 or higher, Netscape Navigator 4.0 or higher, or Microsoft Internet Explorer 4.01 or higher.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email address is [jkenned1@harding.edu](mailto:jkenned1@harding.edu). Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

## V. METHOD OF EVALUATING STUDENT PERFORMANCE

### A. Course Requirements

#### **Attendance, preparation, and participation**

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission. Self and peer ratings may be used to help determine the participation portion of your grade. *A total of 50 points can be earned in this area.*

#### **1. Weekly quizzes**

Rather than waiting until mid-semester to assess students' mastery of the course material, a 15-point quiz will be given at the **start** of class each week over the assigned readings. Keeping current with the assigned readings should prepare you to excel on each quiz. Generally, the quizzes will be multiple choice, fill-in-the-blank, or T/F format, but some may involve short answer. Twelve quizzes will be given, and the quizzes with the two lowest grades will not be counted. No make-up quizzes will be administered.

## 2. Personal career profile paper

Students will complete a personal career development self-assessment using the Strong Interest Inventory (SII), Myers-Briggs Type Indicator (MBTI), Career Style Interview (CSI), and at least one other assessment tool. The SII and MBTI will be administered during our first class meeting and mailed in for grading. There is a \$20.00 fee for each inventory and students should bring payment (\$40.00 total) to the first class on **August 17, 2009**.

The assignment will provide an opportunity for students to gain hands-on experience in interpreting these career assessment tools. Specific instructions concerning the format and content of the paper will be provided. Students will use APA style in preparing the career profile paper, and a Word template will be provided to assist in setting up your paper. A grading rubric is provided for this assignment on page 9 of this course syllabus. *This assignment is worth 200 points, and is due by the start of class on **September 28, 2009**.*

## 3. Career counseling field experience (Oct 12 – Nov 1)

Students will use the Career Style Interview (CSI) with a student at HopeWorks as part of a two-session career counseling assignment. Each session should last about 90 minutes and should be conducted using the career construction approach as demonstrated in the Savickas video viewed in class. Students will write a career profile paper (details provided in class) to summarize the experience. Specific instructions concerning the format and content of the paper will be provided. Students will use APA style in preparing the career profile paper, and a Word template will be provided to assist in setting up your paper. In order to maintain the confidentiality of participants, students will use fictitious names to refer to their client in the paper and any discussions. A grading rubric is provided for this assignment on page 9 of this course syllabus. *The assignment is worth 150 point. Students may begin working with their HopeWorks student the week of **October 11, 2009**. The final paper is due at the start of class **November 9, 2009**.*

## 4. Final exam

The final exam will consist of no more than 100 questions in multiple choice, T/F, matching, and short answer (fill-in-the-blank). We will review the exam the week before it is scheduled. *The final exam is worth 100 points and will be given **December 7, 2009**.*

## B. Grading

### 1. Scale

<u>Grade</u>	<u>Percentage Needed</u>	<u>Points Needed</u>
A	at least 90 – 100	537 – 600
B	at least 80 – 89	477 – 536
C	at least 70 – 79	417 – 476
D	at least 60 – 69	357 – 416
F	less than 60	Below 357

## 2. Overview Criteria for Grading

1. Weekly Quizzes (12 quizzes, drop 2 lowest scores)	150 points
2. Personal career profile paper ( <b>due 9/28</b> )	200 points
3. Career counseling field experience & paper ( <b>due 11/9 in class</b> )	150 points
4. Final exam- <b>12/7</b> ( <b>review 11/30 in class</b> )	100 points

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<b>Total for course</b>	<b>100% 600 points</b>
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## VI. NATURE OF COUNSELOR EDUCATION AND TRAINING

Becoming a professional counselor and/or marriage and family therapist requires a lot of hard work and self-examination. Although you will enjoy personal and professional growth opportunities through readings, assignments, projects, experiential activities, and practicum/internship experiences, you may also expect that some of your training may possible invoke strong negative emotional reactions. You may experience a heightened awareness of past and/or present emotionally-charged issues. You are encouraged to make faculty and staff members aware of strong personal reactions related to course materials, assignments, and experiences. Also, as part of your ongoing development in the counseling profession, you may be asked to seek professional counseling for any issues affecting your personal and/or professional development. Should you experience extreme reactions to your training experiences, you should consult with your departmental advisor to discuss appropriate courses of action. These may include entering personal therapy, deferring taking the course, or withdrawal from the program.

## VII. CONFIDENTIALITY

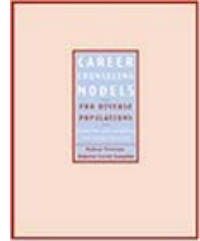
Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client's privacy and confidentiality are maintained by supervisees, students, clerical assistants, and volunteers. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student's or a client's personal information and the sharing of any identifying information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action.

## VIII. TEXTS/MATERIALS

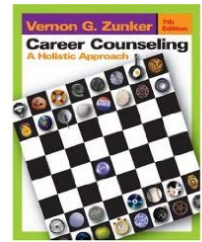
Textbooks are available through our book services on campus. You can order them by email ([bdavid@hugsr.edu](mailto:bdavid@hugsr.edu)), phone (901-432-7735 or 800-366-7481), or fax (901-761-1358).

### A. Required Texts/Readings:

Peterson, N., & González, R. C. (2000). *Career counseling models for diverse populations*. Belmont, CA: Thomson Wadsworth.  
ISBN: 0-534-34972-2



Zunker, V. G. (2006). *Career counseling: a holistic approach*. Belmont, CA: Thomson Wadsworth.  
ISBN: 0-534-64017-6



### ON RESERVE IN LIBRARY

Savickas, M. L. (2005). The theory and practice of Career Construction. In S. Brown and R. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp.42-70). Hoboken, NJ: Wiley.

### B. Recommended as additional resources:

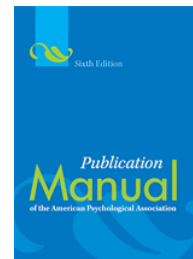
American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.  
**\*\*\*Must use 6<sup>th</sup> edition.**

Paperback (\$28.95) ISBN: 1-4338-0561-8

Hardcover (\$39.95) ISBN: 1-4338-0559-6

\*Spiral (\$36.95) ISBN: 1-4338-0562-6

\*Available at: <http://books.apa.org/books.cfm?id=4200068>



Further information on APA format can be obtained from the following websites:

<http://www.wisc.edu/writing/Handbook/DocAPAHeadings.html>

<http://www.psywww.com>

<http://www.bedfordstmartins.com/online/index.html>

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

**The accompanying testing manuals for the MBTI and SII are on reserve in the library. Additional bibliography in process.**

## IX. COURSE SCHEDULE

Date/Class	Topics/Assignments Due	Readings
<b>Aug 17</b> (1)	Syllabus Review/History of Career Counseling <b>MBTI/SII inventories taken</b>	Zunker: Chapter 1
<b>Aug 24</b> (2)	Conceptualizing Career Counseling <b>Quiz 1</b>	Zunker: Chapter 4 On reserve: CIP/Career Diamond
<b>Aug 31</b> (3)	Career Theories: Trait Oriented <b>Quiz2</b>	Zunker: Chapters 2 & 3 Peterson: Chapters 1 & 2
<b>Sep 7</b> (4)	Career Theories: Social Learning & Cognitive <b>Quiz 3</b>	Zunker: Chapters 2 & 3 Peterson: Chapters 5 & 8
<b>Sep 14</b> (5)	Career Theories: Developmental <b>Quiz 4</b>	Zunker: Chapters 2 & 3 Peterson: Chapter 14 On reserve: Savickas
<b>Sep 21</b> (6)	Assessment (SII, MBTI) <b>Quiz 5</b>	Zunker: Chapters 5 Peterson: Chapters 9 & 12
<b>Sep 28</b> (7)	Assessment <b>Quiz 6</b> <b>Personal career profile due at start of class</b>	Zunker: Chapter 6 & 7 Peterson: Chapter 15
<b>Oct 5</b>	<b>HUGSR Fall Break.</b>	
<b>Oct 12</b> (8)	Technology in Career Counseling <b>Quiz 7</b> <b>Begin Career counseling fieldwork experiences</b>	Zunker: Chapter 8 Peterson: Chapter 10
<b>Oct 19</b> (9)	Ethical Issues in Career Counseling <b>Quiz 8</b>	Zunker: Chapter 9 Peterson: Chapter 17
<b>Oct 26</b> (10)	Multicultural/Gender Issues in Career Counseling <b>Quiz 9</b>	Zunker: Chapter 10 & 11 Peterson: Chapter 3, 18, 19
<b>Nov 2</b> (11)	Special populations <b>Quiz 10</b>	Zunker: Chapter 12 Peterson: Chapters 4, 6, 7, 15
<b>Nov 9</b> (12)	Career Counseling across the Life-Span <b>Quiz 11</b> <b>Fieldwork career profile due in class</b>	Zunker: Chapter 18 Peterson: Chapter 21
<b>Nov 16</b>	Spirituality & Career Counseling <b>Quiz 12</b>	On reserve: Peterson: Chapter 13
<b>Nov 23</b> (13)	<b>Thanksgiving Week (nothing due)</b>	<b>(Enjoy family time)</b>
<b>Nov 30</b> (14)	Career Development Programming <b>Final Exam Review</b>	Zunker: Chapters 15, 16, 17
<b>Dec 7</b> (15)	<b>Final exam</b>	



***School of Psychology and Counseling***

**AUTHORIZATION FOR AUDIOVISUAL RECORDING**

**Doctoral Program in Counselor Education and Supervision**

I \_\_\_\_\_, a student enrolled at Harding University Graduate School of Religion in the course 5773 Career Counseling, agree to be videotaped by my instructor (John F. Kennedy), a Ph.D. Candidate in the School of Psychology and Counseling at Regent University. I understand that the purpose of the videotape is to assist professors at Regent University and Harding University Graduate School of Religion as part of the learning/feedback process and professional development of my instructor. I further understand that all materials/information will be kept in the strictest of confidence with respect to privacy. I also understand that tape recordings will be erased after viewing by supervisors, unless special permission has been obtained from me. I fully understand the information regarding audiovisual recording and its use, and my signature indicates my consent.

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Participant's Signature

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Date

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John F. Kennedy

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Date

## Grading Rubric for Writing Assignments

	The A paper	The B paper	The C paper	The D Paper	The F paper
<b>Ideas</b>	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of the central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successful.	Adequate but weaker and less effective, possible responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
<b>Organization/Coherence</b>	Uses a logical structure appropriate to the paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
<b>Support</b>	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
<b>Style</b>	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well-structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
<b>Mechanics</b>	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.