

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:

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1000 Cherry Road
Memphis, TN 38117

Semester: Spring 2011 (1/10 – 5/5)

Format: Blended (On-campus/online)

Day(s) Class Meets: Mondays

Time Class Meets: 8:00 A.M.-10:55 A.M.

Office Location: Ijams Administration Building, Room 226

Office Hours: Mon 1-5, Tue & Thur 8 - 11 (please schedule appointments)

Office Phone: (901) 432-7715

Email: jfkennedy@harding.edu

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

Skype ID: jfk1465

Graduate Assistant for Counseling Department: Rebecca Hooper (rhooper1@harding.edu)

Important: *This course requires students to take two career assessment instruments at the beginning of the course. There is a fee of \$40 to take the online assessments. Students will receive an email via the Moodle course email with instructions on payment and how to access the assessments online.*

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) 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

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);
- b. career, avocational, educational, occupational and labor market information resources, and career information systems (evidenced by successful completion of examinations);
- c. career development program planning, organization, implementation, administration, and evaluation (evidenced by successful completion of examinations);
- 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);
- e. career and educational planning, placement, follow-up, and evaluation (evidenced by successful completion of examinations and two career profile reports);
- f. assessment instruments and techniques relevant to career planning and decision making (evidenced by successful completion of examinations, field experience, and career profile reports); 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 and a high level of participation in weekly discussion forums).

IV. USE OF TECHNOLOGY

This course is supported via **SKYPE** (free download from www.skype.com) and **Moodle** (available at <http://elearning.harding.edu/>) to facilitate synchronous class participation. 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.

This course is designed to be completed in a blended face-to-face/online format. The minimum competencies include the use of standard course processes (homework and evaluation) and include the following technological competencies: email, Internet resources, dialogue via SKYPE, and use of Moodle. You may be asked to participate in asynchronous and, synchronous discussion and feedback forums, submit written assignments via attached document files, and utilize electronic databases as well as hard-copy resources for research papers. Moodle can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Moodle system, contact technical support for students by calling (501) 279-4545. You will need your HUGSR username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email addresses is jfkennedy@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

1. 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.** In your professional practice as a counselor, you will need to notify your clients and employer should you need to reschedule appointments or meetings. 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; however, a lack of prior notification for missed classes or assignments will increase the point reduction significantly.

Students are to have read the assigned readings prior to the beginning of class per the course schedule. You will be asked to evaluate your preparation at the beginning of each class to help determine the participation portion of your grade. ***This course requirement is worth 50 points. Use the following link to access the reading evaluation form for this course:*** https://www.surveymonkey.com/s/SP11_5773_CareerCounselingReadings

Evaluation of your level of participation this semester will be based on the following criteria:

| Level of Participation Rubric | Level |
|---|--------------|
| <ul style="list-style-type: none">• Demonstrates good preparation: knows readings well, has thought through implications of readings.• Offers interpretations and analysis of materials (not just recalling of facts).• Interacts with other students; able to hear other views, and respond professionally | A-level |
| <ul style="list-style-type: none">• Demonstrates adequate participation (reading sheets included): knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy) | B-level |
| <ul style="list-style-type: none">• Present, but not involved in discussions. | C-level |

2. Weekly discussion forums (10 weeks)

Students will interact in 10 weekly monitored peer discussion forums via Moodle. A student will serve as the discussion forum moderator each week, and the student leader will evaluate the students' level of participation in the week's forum using the rubric below. Questions will be posted in Moodle by Sunday, 8:00 pm each week. Initial student responses are due by midnight **Wednesday** each week. Students are then to post a response to a peer by midnight **Saturday** each week. All Students will be required to **post twice** during each discussion week:

1. The first post is an answer to the instructor's initial discussion question.
2. The second is a response post to a peer's initial post. There is a **limit of three (3) students** allowed to reply to any one post. Please choose another if three (3) have already replied.

Since not everyone will see things identically, students are to review one another's postings in order to further their insight and learning. This is an important benefit of dialogue. Students are encouraged to post responses to other students' postings or to a follow-up question/thought posed by the instructors. Students are expected to **support** their assertions via citation of readings, research, critical thinking skills, logic, and historical/psychological references, including the Bible. **APA reference format is required for citations in posts, and a reference list in APA format is required at the conclusion of each post.**

IMPORTANT: If any reference to current/past students/clients is made during Discussion Board postings, students must ensure that identities are always kept confidential.

Grading for the dialogue will be based on the following criteria:

| Weekly Online Discussion Board Posts Grading Rubric | Points |
|--|---------------|
| Word count (each post should be 200-250 words). | 1 |
| Integration of texts, other readings, pertinent research, and Scriptural principles, currency and potency of research and references. | 4 |
| Independent/critical thinking (reflects master's level work/Bloom's Taxonomy), succinct presentation of ideas, substance and depth of responses. | 4 |
| Correct APA format of citations, as well as correct spelling, grammar, and punctuation. | 1 |
| Total for each one week post | 10 |
| * Late or missing posts will result in a grade of zero for the week. Three (3) or more late or missing posts during the semester will result in a zero on this portion of your grade. That would be zero out of 100 points. | |

3. 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 made out to John Kennedy) to the second class on **January 17, 2011**.

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 April 4, 2011 via the Moodle assignments link.***

4. Career counseling field experience

Students will use the Career Style Interview (CSI) with a volunteer client as part of a two to three session career counseling assessment experience. 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. The final paper is due at the start of class Apr 25, 2011 via the Moodle assignments link.***

5. Final exam

The final exam will consist of no more than 150 questions in multiple choice, T/F, matching, and short answer (fill-in-the-blank). The exam will be comprehensive in covering the major concepts covered in the text readings and course lectures. Students will be able to demonstrate knowledge and application of the specific career counseling theories studied during the course. We will review for the exam the week before it is scheduled. *The final exam is worth 150 points and will be given **May 2, 2011**.*

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. Attendance & participation | 50 points |
| 2. Weekly Discussion forums (10 weeks) | 100 points |
| 3. Personal career profile paper (due 4/25) | 150 points |
| 4. CCT field experience & paper (due 4/4) | 150 points |
| 5. Final exam - 5/2 (review 4/25 in class) | 150 points |

| | |
|-------------------------|------------------------|
| Total for course | 100% 600 points |
|-------------------------|------------------------|

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.

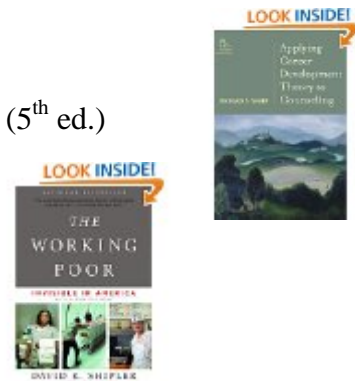
VIII. TEXTS/MATERIALS

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

A. Required Texts/Readings:

Sharf, R. S. (2010). *Applying career development theory to counseling*. (5th ed.)
Belmont, CA: Brooks/Cole. ISBN-13: 978-0-495-80470-3

Shipler, D. K. (2005). *The working poor: Invisible in America*.
New York, NY: Random House.
ISBN-13: 978-0-375-40890-8



REQUIRED: ON RESERVE IN LIBRARY

Busacca, L. A. (2007). Career Construction Theory: A practitioner's primer. *Career Planning and Adult Development Journal*, 23, 57-67.

Rehfuss, M. C. (2007). Applying the theory of Career Construction to Frank: Freedom from a story that matters. *Career Planning and Adult Development Journal*, 23, 68-76.

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.

Siebert, K. (2007). Mid-life career crisis: The case of Frank. *Career Planning and Adult Development Journal*, 23, 1-8.

B. Recommended as additional resources:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

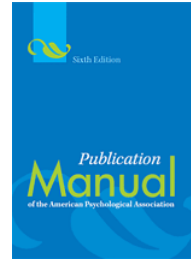
*****Must use 6th edition.**

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>

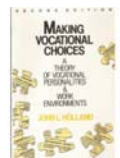
<http://www.bedfordstmartins.com/online/index.html>

<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.

Holland, J (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, FL: Psychological Assessment Resources.



IX. COURSE SCHEDULE

| Date/Class | Topics/Assignments Due | Readings |
|----------------|---|--|
| Jan 10 (1) | Conceptualizing Career Counseling/ Cognitive Information Processing (CIP) <i>Discuss Career Diamond</i> <i>Students will take career assessments online in class</i> | Sharf: Ch.1 &15 On reserve: CIP/Career Diamond |
| Jan 17 (2) | Class will not meet. | |
| Jan 24 (3) | I. Trait & Type Theories Trait & Factor Theory | Sharf: Ch. 2, 3, 4 Shipler: Intro & Ch. 1 |
| Jan 31 (4) | Holland's Theory of Types Discussion Forum 1 | Sharf: Ch. 5 Shipler: Ch. 2 |
| Feb 7 (5) | Myers-Briggs Type Theory Discussion Forum 2 | Sharf: Ch. 6 Shipler: Ch. 3 |
| Feb 14 (6) | II. Life-Span Theory Career Development in Childhood Discussion Forum 3 | Sharf: Ch. 7 Shipler: Ch.4 |
| Feb 21 (7) | Adolescent & Adult Career Development Discussion Forum 4 | Sharf: Ch. 8 & 9 Shipler: Ch. 5 |
| Feb 28 (8) | III. Special Focus Theories Constructivist/Narrative Approaches Discussion Forum 5 | Sharf: Ch. 11 Shipler: Ch. 8 Assigned articles |
| Mar 7 (9) | Intensive Course Week. | |
| Mar 14 (10) | Spring Break. | |
| Mar 21 (11) | Savickas: Career Construction Theory (cont.) Discussion Forum 6 | Sharf: Ch. 11 Shipler: Ch. 9 Assigned articles |
| Mar 28 (12) | Relational Approaches Discussion Forum 7 | Sharf: Ch. 12 Shipler: Ch. 9 |
| Apr 4 (13) | Krumboltz's Social Learning Theory Discussion Forum 8 CCT fieldwork paper due via Moodle before class | Sharf: Ch. 13 Shipler: Ch. 10 |
| Apr 11 (14) | Social Cognitive Career Theory Discussion Forum 9 | Sharf: Ch. 14 Shipler: Ch. 11 |
| Apr 18 (15) | Technology in Career Counseling Discussion Forum 10 | Sharf: Ch. 15 Assigned articles/web resources |
| Apr 25 (16) | Putting it all together Final Exam Review Personal career profile due via Moodle before class | Sharf: Ch. 10, & 16 |
| May 2 (17) | Final exam (comprehensive) | |

Grading Rubric for Writing Assignments

| | The A paper | The B paper | The C paper | The D Paper | The F paper |
|-------------------------------|--|---|--|---|---|
| Ideas | 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. |
| Organization/Coherence | 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. |
| Support | 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. |
| Style | 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. |
| Mechanics | 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. |