EAST TENNESSEE STATE
U N I V E R S I T Y

College of Education

Department of Counseling and Human Services

COUN 5150
Career Development-Theory, Research, and Practice
Section 901
Fall 2021

Instructor:	Jeffrey Alston, Ed.D, MBA
Position:	Director of University Career Services, ETSU (until 8/20)
	Senior Associate, Storbeck Search (starting 9/14)
Location:	Web Course (100% online)
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Instructor Availability

I prefer to be contacted by email, and it is the best way to receive a timely response from me. My typical response time is 24-hours during the week. If you have not heard from me in that time, please feel free to send me a follow-up email. I do not regularly check email over the weekend or in the evenings, so responses may take longer in those instances. Please feel free to contact me with questions. It is best practice to clarify expectations with me rather than your classmates, particularly in an online course where we are not in regular contact.

Online Course Information

Course materials will be available in D2L. This course is structured such that you complete materials in a module-by-module format. Materials will be posted by Saturday at 11:59pm for the following week. The week runs Monday-Sunday. Discussion board posts are due as outlined in the course schedule and assignments sections. Major assignments will be due as specified in the course schedule.

Course Description:

Students will study major theories and research related to career development throughout the life span. Students will also investigate the use of career information systems and career and educational resources for counseling program planning and implementation.

<u>Course Objectives</u>:

Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards

Professional Counseling Orientation and Ethical Practice	*CACREP Standard*	*Curriculum/Evaluation Outcomes*
1. technology's impact on the counseling profession	*2.F.1.j*	*SDS Interpretation and Reflection*; Lecture
Career Development	*CACREP Standard*	*Curriculum/Evaluation Outcomes*
1. theories and models of career development, counseling, and decision making	*2.F.4.a*	SDS Interpretation & Reflection, Final Paper
2. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	*2.F.4.b*	*Career genogram and reflection*; Discussion
3. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	*2.F.4.c*	Module 2; Career information assignment
4. approaches for assessing the conditions of the work environment on clients' life experiences	*2.F.4.d*	Module 8
5. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	*2.F.4.e*	*Career genogram and reflection*; *SDS interpretation and reflection*; MBTI; Discussion
6. strategies for career development program planning, organization, implementation, administration, and evaluation	*2.F.4.f*	Discussion
7. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	*2.F.4.g*	Discussion; Modules 3 and 4
8. strategies for facilitating client skill development for career, educational, and life-work planning and management	*2.F.4.h*	Discussion; *Career genogram and reflection*
9. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	*2.F.4.i*	*Career genogram and reflection*; *SDS interpretation and reflection*; MBTI
10. ethical and culturally relevant strategies for addressing career development	*2.F.4.j*	Discussion; Modules 3 and 4
Counseling and Helping Relationships	*CACREP Standard*	*Curriculum/Evaluation Outcomes*

	CACREP Standard	Curriculum/Evaluation Outcomes
1. the impact of technology on the counseling process	2.F.5.e	SDS Interpretation and Reflection
Assessment and Testing	*CACREP Standard*	*Curriculum/Evaluation Outcomes*
1. use of assessments for diagnostic and intervention planning purposes	2.F.7.e	SDS Interpretation and Reflection
2. use of assessments relevant to academic/educational, career, personal, and social development	2.F.7.i	SDS Interpretation and Reflection
3. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.F.7.m	Module 3
Clinical Mental Health Counseling	*CACREP Standard*	*Curriculum/Evaluation Outcomes*
1. cultural factors relevant to clinical mental health counseling	CMHC C.2.j	Modules 3 and 4
School Counseling	*CACREP Standard*	*Curriculum/Evaluation Outcomes*
1. assessments specific to P-12 education	SC G.1.e	Module 15
2. use of developmentally appropriate career counseling interventions and assessments	SC G.3.e	Module 15

Required Text:

Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2014). *Career counseling: Holism, diversity, and strengths* (4th ed.). Alexandria, VA: American Counseling Association. ISBN# 978-1-55620-333-6

Additional required readings will be assigned and can be found on D2L; other required reading will be provided with the course materials on Saturdays.

Technical Requirements

As an on-line course, you will be required to have internet connection on a regular basis. D2L is the software that is used by ETSU and requires no additional download. Most videos will be available through Panopto, the video system that is integrated with D2L.

In addition, you will use Flipgrid (technical requirements here https://help.flipgrid.com/hc/en-us/articles/360004051153-Minimum-Device-Requirements) for discussions.

ETSU has several other resources available to you as a student enrolled in an online course. Should you need technical assistance, please visit: http://www.etsu.edu/onlinehelp/student_help/tech_resources.aspx or the student resources webpage for online help: http://www.etsu.edu/onlinehelp/student_help/services.aspx

Please do not leave assignments until the last minute, as technology issues are not an excuse for not turning in or completing material on time.

Course Policies and Expectations

Classroom and Communication Policies

Email Communication
You are expected to check and use your ETSU email address for communication regarding this course. Please practice professional email etiquette.

Attendance and Participation
As this is an online class, your attendance will be primarily determined by the combination of consistent logging into D2L and your participation in discussion board posts and other class assignments. **Logging into D2L and participating in the interactive portions of the course is the equivalent of attending an on-ground course. Failure to participate actively in these aspects of the course will result in a reduction of your final grade.** If I note that you are not logging in and reviewing the materials, I will first contact you via email. If you continue to demonstrate a lack of participation by not logging in, reviewing materials, and/or not completing discussion boards, your attendance will be affected. Not completing one discussion board post (including the introduction) or failure to log into D2L and view materials one week/module is the equivalent of missing one class and will result in loss of points for that assignment. After that, additional failure to log in weekly and view materials or complete a discussion board will result in a reduction of 10% in the course grade. Please be aware that as an online class, 3 hours of time devoted to the course to equal on-ground class meeting time is minimal. As with any graduate level class, expect an additional 2 - 3 hours of preparation and interaction time per class meeting hour. Therefore, do not be surprised to find yourself spending several hours per week to complete this course. Finally, though this is an online course, you may be required to complete assignments that involve you to coming to campus to check out or complete an assessment. Failure to complete these requirements will result in loss of attendance or participation points.

Online Course Ground Rules
Although this is a class that is facilitated fully online, you are still expected to conduct yourselves with a professional and respectful demeanor. It is possible that through discussion board, email, or other online interactions, one may feel a false sense of security or freedom about what one may say. Remember that without non-verbal cues, tone and word choice are of heightened importance. Please see the following guidelines, as well as the linked resources.
- Email
  - Always include a subject line.
  - Always include a proper greeting and use proper grammar when composing an email.
  - Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails.
  - Respect the privacy of other class members.
- Discussion groups
  - Review the discussion threads thoroughly before entering the discussion.
  - Try to maintain threads by using the "Reply" button rather than starting a new topic.
  - Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.

- ○ Be patient and read the comments of other group members thoroughly before entering your remarks.
- ○ Be positive and constructive in group discussions.
- ○ Respond in a thoughtful and timely manner

Confidentiality and Respectful Dialogue

This course is not always a lecture course. Rather, it is sometimes reliant upon discussion which may bring to light differing perspectives. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the course. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time. If you are concerned about the welfare of a classmate please contact the instructor immediately. In closing, this section of the syllabus is open to comments and being amended in order to create safe spaces for all intersecting identities.

Assignments and Submission Guidelines

Assignments can be submitted via D2L using the Dropbox function. You are expected to review feedback given once grading is completed and incorporate that feedback into your next assignment. This includes discussion board posts. **The ETSU Counseling Program uses Tevera to collect data on Key Assignments. In addition to uploading or completing this assignment via D2L, you will also need to upload a copy of the assignment to Tevera by the due date noted in the syllabus. Failure to upload the assignment to both D2L and Tevera counts as a late submission and will carry the same consequence for late work defined in the syllabus.**

Writing Style

Written assignments are to meet the style guidelines set forth by the Publication Manual of the American Psychological Association (7th ed.). All written assignments should be double spaced, 12-point Times New Roman font, and one inch margins. In addition, assignments are expected to be well-written and grammatically correct. If you submit an assignment that does not meet these standards, you will be assigned a grade that is reflective of this. You may be given the opportunity to revise and resubmit the assignment to receive half of the deducted points if you make and show proof of attendance at an appointment at the Center for Academic Achievement (1st floor of the Sherrod Library).

Student Responsibilities & Procedural Notifications:

Academic Integrity: Academic honesty is fundamental to the activities and principles of ETSU. You are expected to complete all work for this course in compliance with the ETSU Honor System. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course.

Participation: Students are expected to engage and participate in the various elements of the course content. Nonparticipation will result in a lower grade. As with any graduate level class, there is an expectation of 1 - 2 hours of preparation and interaction time per class meeting hour. Therefore, do not be surprised to find yourself spending 5-6 hours per week to complete this course.

Attendance for the online course: Meeting the first Discussion Board posting deadline will constitute the initial week's attendance.

Accommodations: It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in Neil Dossett Residence Hall, 3rd floor, 439-8346.

Technology: As a technology-enhanced course, you will be required to have internet connection on a regular basis. D2L is the software that is used by ETSU, and needs no additional download. To view some videos, you will need to have QuickTime or Windows Media Player downloaded onto your computer. This is available as a free download. If you have a Mac, you will need to download Flip4Mac.

ETSU Counseling Center: ETSU provides personal counseling to all ETSU students. If you find that you need support (e.g., for family or relationship issues, test anxiety, time and/or stress management, personal crisis, etc.) during the semester, please inquire at the Counseling Center (340 Culp Center, 423-439-4841) about their confidential and professional services.

Multicultural/Diversity Focus: Professional counselors and educators are called upon to be effective leaders, advocates, and collaborators in order to serve all. Specific attention in this course will be paid to how the implementation of reflective practice and action research may address issues of inequitable practices in education and other public institutions so that all clients/students are held to high expectations and are given a fair chance to achieve goals. Ethnicity, SES, geography, ability, gender, sexual/affectional orientation, family background, and numerous other aspects of diversity will be considered.

Course Assignments (500 Total Possible Points):

A. **Discussion Board (DB)** will require five (5) postings in FlipGrid over the course of the semester, each worth 10 possible points. The deadline to post is Thursday, 11:59 PM. You will need to respond to two (2) of your classmates posts by the following Saturday at 11:59pm. The posts are expected to be engaging and thought provoking. Simply agreeing and reiterating your classmate's posts will not be sufficient. *(50 points)*

B. **Career Information Assignment**
An important aspect of career counseling is access to and dissemination of career related information. Information is used in individual counseling as well as when designing career programs for all ages and in all settings. As such, students in this class have an opportunity to read about career information and resources, locate and examine resources, and apply their learning to finding out about a career of which they are not familiar. At minimum, students need to find a career description, Holland code, working environment, salary, job/employment outlook, education requirements, special skills or training, and any other pertinent information that would be included when working with a client who is interested in this career path. Students are required to include all of this information in a 1-2-page paper. In addition, be sure to cite all the resources from which information was gathered. Please use the Occupational Outlook Handbook, O*Net, and at least one additional, valid source. This paper should be written in APA format (include a title page and reference page with an introduction, body, and conclusion; use proper headings and formatting – double-spaced and typed). *(50 points)*

C. **Article Critique (AC)**. Using the guide, "How to critique a journal article", students will demonstrate their ability to conduct a critical review of the following article:

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J. P., Duarte, M. E., Guichard, J., ... & Van Vianen, A. E. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of vocational behavior*, *75*(3), 239-250.

Using the How to critique a journal article guide (Posted in D2L), please provide a thorough critique of the article above. In two-three pages, submit a write-up that includes the following:

1. Abstract (25 points) = the abstract should include the purpose of the study, description of the participants, the study hypothesis or research question, research design, major results of the study, and implications of the findings. (no more than 1 page)
2. Critique (50 points) = Students should provide a two page critique of the items listed under "Criteria for Critiquing a Research Study". The critique should be written in a narrative format to include your views of the strengths and weaknesses throughout the article. (2 pages)

3. Format (25 points) = The three page critique should be double-spaced, Times New Roman font, 12 font size and written in APA style to include headings and subheadings for organizational purposes. *(100 total points)*

D. *Key Assignment:* **Self-Directed Search (SDS) Interpretation Session and Reflection Paper**
Students have an opportunity to complete the Self-Directed Search (SDS) on their own and then work with a classmate to interpret the results. Each student will have their results interpreted as well as interpret another's results. Each student is asked to prepare a 30-minute counseling session during which she/he will interpret and discuss results with a classmate, as though she/he were a professional counselor. The session will take place on your own time, but you may use the Zoom application through ETSU to conduct your session. Students will also write a 3-5-page reflection of their experiences in interpreting and having the SDS interpreted to them. If you chose to use the Zoom interface for this session, please include how you think that affected the interpretation session and how that would affect your work with clients should you choose to do any form of online career counseling. This paper should be written in APA format. *(100 points)*

F. *Key Assignment:* **Career Genogram**
Students have an opportunity to complete a career family genogram through at least three generations of their family. Guidelines for this assignment will be provided and reviewed during class. Students are asked to reflect on the prompts provided to gain insight into their family's thoughts, values, experiences, and expectations about money, success, education, work values, careers, etc. Students are required to write a 1-2-page reflection on insights gained while doing the career family genogram, as inspired by the prompts. Students are asked to consider all the prompts, but write a reflection incorporating the most meaningful prompts to them. You will be graded according to the following rubric:

- Clarity and readability of the genogram diagram (20 points)
- Accuracy (correct symbols, at least three generations through grandparents, ages/date of birth-date of death/education/career(s) for each member) (40 points)
- Insight (1-2-page reflection on insight gained from creating the career genogram)
(40 points)
(*100 points*)

Also, please note, that an assignment like this may bring up unexpected feelings as you explore family history. If you have any concerns about completing this assignment or need some support following an unexpected experience you have during the completion of the assignment, please let me know. I will help you work out how we can handle things.

G. **Contemporary Issues in Career Counseling Paper**
Students will construct a final paper (12-15 pages) that focuses on a contemporary issue in career counseling as it pertains to their area of interest (higher education, schools (elementary, middle/secondary), adults, retirees, students/people with disabilities). This paper should include the following items:

- Introduction (30 points)
  - Give a brief history of career counseling,
  - An abstract for your paper. (Refer to the information included in the article critique on an abstract.
- Literature Review (45 points)
  - Career Development Theories (select at least 2 covered from your readings)
  - Ethical/Legal consideration of career counseling
  - Effects of life based on career choice
- Reflections (45 points)
  - Analyze the reflections submitted in prior assignments. Share how your experiences compare to the contemporary issue you have selected. Consider the implications your experiences could have in practice as a Career Counselor.
- Conclusion (30 points)

This paper should include at least 15 sources from peer reviewed journal articles, your text and other subsequent articles in D2L. *(100 points)*

Grades are calculated on a point system.

Assignment	Points
Discussion Boards (5)	50
Career Information Assignment	50
SDS Interpretation and Reflection	100
Career Genograms	100
Article Critique	100
Final Paper	100
Total	500

Late and Missing Submission Policy

It is the student's responsibility to turn in assignments by the deadline stated on the course schedule. Ten percent will be deducted for each 24-hour period the assignment is late. This 24-hour period starts immediately following the assignment due date and time. Contact the instructor as soon as possible if you will not be able to turn in an assignment on time. Missing assignments will be assigned a grade of zero.

Grading Scales:

500-462 = A   401-378 = B-
461-438 = A-   377-360 = C+
437-420 = B+   359-342 = C
419-402 = B   341 & below = F

Course Schedule

Module	Week Starting	Topic	Assignments
1	August 23rd	Introduction Syllabus Review "Career Counseling: A life Career Development Perspective"	READINGS: Syllabus Read Chapter 1 in the text **DUE: Introduction Post (FlipGrid)** *8/28/21 at 11:59pm*
2	August 30th	Understanding Career Behavior & Development: Selected Theories Finding Career Information	READINGS: Chapter 2 in the text Niles: Chapter 6 (Article in D2L) **DUE: Discussion board post #1 for chapter 2 and Niles article. (FlipGrid)** *9/4/21 at 11:59pm* **REMINDER:** *Career Information Assignment (Due 9/11/21 at 11:59pm)*
3	September 6th	Career Counseling in the Contexts of Race and Class	READINGS: Chapter 3 in the text Article: Multicultural Career Counseling (in D2L) **DUE: Career Information Assignment (9/11/21 at 11:59pm)**

4	September 13th	Empowering Men's and Women's Life Choices Gender and Sexual Orientation in Career Counseling	READINGS: Chapter 4 & 5 in the text **DUE: Discussion board post #2 (Flipgrid)** *9/18/21 at 11:59pm*
5	September 20th	Facilitating Career Development of Individuals with Disabilities Understanding & Responding to changes in the Workplace and Family Life	READINGS: Chapter 6 & 7 in the text **DUE: NOTHING!!! (Woohoo)** **REMINDER:** *Self-Directed Search (SDS) & Reflection due 10/2/21 at 11:59pm*
6	September 27th	Opening Phase of the Career Counseling Process Helping Clients tell their story	READINGS: Chapters 8 & 10 in the text Niles: Chapter 5 (Article in D2L) **DUE: Self-Directed Search (SDS) & reflection (10/2/21 at 11:59pm)**
7	October 4th	Learning & Cognitive Theories	READINGS: Niles: Krumboltz's Learning Theory (Article in D2L) Lent & Brown: Social Cognitive Model (Article in D2L) Savickas, et. al,: (Article in D2L) **DUE: Discussion board post #3 (FlipGrid)** *10/9/21 at 11:59pm*

			REMINDER: *Article critique due on 10/16/21 at 11:59pm*

8	October 11th	Identifying and Analyzing Life Career Themes	READINGS: Chapters 9 in the text **DUE: Article Critque (10/16/21 at 11:59pm)**
9	October 18th	Career Genogram • Multimedia video to review.	**DUE: NOTHING!!! (Woohoo)**
10	October 25th	Career Genograms: Telling stories of Career through Family Connections	READINGS: Chapter 11 in the text **DUE: discussion board post #4 (Flipgrid)** *10/30/21 at 11:59pm* **REMINDER:** *Career Genogram due 11/6/21 at 11:59pm)*

11	November 1st	Occupational Card Sort: Occupational Titles as Stimuli	READINGS: Chapter 12 in the text **DUE: Career Genogram (11/6/21 at 11:59pm)**
12	November 8th	Myers-Briggs (MBTI) Standardized Tests & Inventories Clifton StrengthsFinder	READINGS: Chapters 13 & 14 in the text MBTI (Articles in D2L) **DUE: discussion board post #5 (FlipGrid)** *11/13/21 at 11:59pm* **REMINDER:** *Develop a list of a minimum of 15 references to use for your Contemporary Issues paper. References such as the text and any articles referenced in the course can be used. Due on 11/20/21 at 11:59pm*
13	November 15th	Challenges in Career Counseling: Working with Resistant Clients	READINGS: Chapter 15 the text **DUE:** **Please email me a list of references(minimum 15) you plan to use for your Contemporary Issues paper (Due 11/20/21 at 11:59pm)** ***feel free to email me with your references before 11/20/21 if you have them.**

14	November 22nd	Using Information, Taking Action, and Developing Plans of Action	READINGS: Chapter 16 in the text **Reminder:** *Contemporary Issues in Career Counseling/Development Paper due 12/8/21 at 11:59pm)*
15	November 29th	Career Development with Children and Adolescents	READINGS: Article: Niles (Gottfredson) in D2L **DUE: Contemporary Issues in Career Counseling/Development Paper (Due 12/8/21 at 11:59pm)**

Student Services and Technical Resources

Student Services

The ETSU Services webpage includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. Visit the Disability Services webpage for more information.

Technical Resources

Help Desk
The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the Help Desk website, call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire 2 Learn (D2L) Online Help
Many answers to D2L related questions can be found on the D2L Help Student Home. If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the Office 365 page of the ITS Help Desk website.

Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the Turnitin home page.

ETSU Technical Resources

Many other technical resources can be found on the Online Help webpage.

Key Assignment Rubric

COUN 5150 SDS Interpretation and Reflection

Standard	Standard Description	Does not meet expectations	Meets expectations	Exceeds expectations
2.F.7.e.	use of assessments for diagnostic and intervention planning purposes			
2.F.7.i.	use of assessments relevant to academic/educational, career, personal, and social development			
2.F.7.m.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results			

Key Assignment Rubric

COUN 5150 Career Genogram and Reflection

Standard	Standard Description	Does not meet expectations	Meets expectations	Exceeds expectations
2.F.4.b.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors			
2.F.4.e.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development			
2.F.4.h.	strategies for facilitating client skill development for career, educational, and life-work planning and management			
2.F.4.j.	ethical and culturally relevant strategies for addressing career development			