



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A & M UNIVERSITY

Course Number	COUN 560
Course Title	Career Counseling
Call Number/Section	
Class Times	
Class Location	
Textbook	<p>Zunker, V. G. (2016). Career counseling: A Holistic Approach. (9th ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.</p> <p>Supplemental Text: ACA Code of Ethics- https://www.counseling.org/resources/ethics</p> <p>CRC Code of Professional Practice https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf</p>
Instructor	
Office and Office Hours	
E-mail address	
Telephone number	

Course Description

This course is designed to provide an understanding of career development and theories and related life factors and career decision-making. Special emphasis will be placed on counseling processes designed to assess and assist individuals with career development problems and/or issues. P study of basic career development theories. Course also covers occupational and educational information sources and systems.

Course Objectives

- Demonstrate comprehension and mastery of major career counseling theories.
- Develop the capacity to conceptualize a career counseling case and develop career intervention strategies, using major career counseling theories.

- Capacity to integrate career counseling practices into “traditional” counseling/psychotherapy (and vice versa)
- Understand and can offer a critique of major counseling theories and their strengths/weaknesses regarding issues of culture, gender, social class, ability status, and other forms of diversity
- Understand, administer, interpret, and critique common career assessment methods/instruments.
- To discuss the major career development theories and decision-making models.
- To understand the role of assessment in career planning; and to understand career planning processes, techniques and resources.
- To know how to create career development programs, implement them, administer them over time, and evaluate them for effectiveness.
- To know how to locate career, a vocational, educational, occupational, and labor market information resources needed in career planning.
- To know technology-based career development applications and strategies.
- To understand the critical issues in designing and implementing career development in schools (elementary, middle, high school) or other educational settings (College).
- To understand how race, class, sex, gender roles, age, sexual orientation, ethnicity, religious orientation, and other diversity factors affect career planning.
- To understand how forms of oppression (racism, sexism, classism, ethnocentrism, and ageism) affect people’s career development.

CACREP Standards addressed in COUN 560

<u>Standard</u>	<u>Evaluation</u>
2.F.4. Career Development	
2.F.4.a. theories and models of career development, counseling, and decision making	Career Development Paper, Midterm, Final
2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	Presentation (Career Counseling with Diverse Populations)
2.F.4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Online Tools Report
2.F.4.d. approaches for assessing the conditions of the work environment on clients’ life experiences	Self-Assessment Assignment, Online Tools Report
2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Self-Assessment Assignment, Online Tools Report
2.F.4.f. strategies for career development program planning, organization,	Career Development Paper

implementation, administration, and evaluation	
2.F.4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Presentation (Career Counseling with Diverse Populations)
2.F.4.h. strategies for facilitating client skill development for career, educational, and life-work planning and management	Journal Article Critique, Career Development Paper, Self-Assessment, Online Tools Report
2.F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Self-Assessment Assignment, Online Tools Report
2.F.4.j. ethical and culturally relevant strategies for addressing career development	Presentation (Career Counseling with Diverse Populations), Career Development Paper

Description of Course Assignments

A. Class participation (10 points).

It is imperative that you attend class and are actively involved in class discussions. NOTE: Attendance *does not* equate to participation; rather participation requires reading/reviewing assigned readings prior to class and contributing to class discussions.

B. Self-Assessment. (20 points)

CACREP 2.F.4.d., 2.F.4.e., 2.F.4.i.

For this assignment, you will complete a portion of the Self- Directed Search instrument and come up with your Holland Code. You will need to use this link <http://www.roguecc.edu/Counseling/HollandCodes/test.asp>. Each question is an opportunity for you to describe the kinds of things you as a person can do, might like to do, or the action that most suits you. When you have selected all the choices that describe you, click "submit" to get your Holland Code and determine what career path(s) work best for you. The Holland Code assessment classifies jobs in categories such as interest clusters and work personality environment. The assessment will help to assess your skill set and development. Provide a summary (2-3 pages) of your observations and the extent to which you believe that the test accurately captures your career aspirations/ goals. The paper should be written in APA formatting.

C. Journal Article Critique (15 points)

CACREP 2.F.4.h.

You will complete an article review (2-3 pages). Identify a journal article that addresses career development. There is a list of approved relevant career development journals listed below. Your journal article critique must incorporate readings from the textbook as well. Your paper must include a detailed summary of the main points of the article followed by your critique including strengths and weaknesses of the substantive points being made. The articles are to be

from recent publications within the last seven (7) years and taken from career counseling journals only.

Article Review Format

Student Name: _____ Date: _____

Helpful hints:

Author names, publication date, Title of article, Journal Title, Volume, inclusive pages (APA style)

Summarize, in your own words, the major points made in the article and its benefits.

What did you find particularly useful about the article as related study of career counseling?

Your personal reaction to the article. Do not repeat the summary!

Rate the article in terms of its relevance using the scale below: (Explain)

Not worth reading 1 2 3 4 5 6 7 8 9 10 very worth reading

Journals Relevant to Career Development:

Career Development Quarterly

Journal of Counseling Psychology

Rehabilitation Counseling Bulletin

Journal of Vocational Behavior

Journal of Career Development

Occupational Outlook Quarterly

Journal of Counseling and Development

The Counseling Psychologist

Elementary School Guidance and Counseling

The School Counselor

Rehabilitation Counselors and Educators Journal

Journal of College Student Development

Journal of Employment Counselors

Human Resource Development Quarterly

Rehabilitation Research, Policy, and Education

D. Career Development Paper (20 points)

CACREP 2.F.4.a, 2.F.4.f., 2.F.4.h., 2.F.4.j.

Write a paper about your own career development from the perspective of ***three different career theorists***, be sure to include and describe each ***theorist's career theory***. You will evaluate and distinguish which theory aligns with your career path, career needs, and career abilities by comparing the similarities and differences of the career theories to your career path. Be sure to identify which career theory resonates with you the most and why. You will provide specific examples of how you have implemented or plan to implement a specific career theory to enhance your career growth and development. ***Your paper should be 4-5 pages and written in APA formatting.***

E. Midterm Examinations (50 points)

CACREP 2.F.4.a.

The Midterm Examination will be multiple choice and will contain questions on materials covered in the class prior to the midterms.

F. Online Tools Report (25 points)

CACREP 2.F.4.c, 2.F.4.d., 2.F.4.e., 2.F.4.i.

Key Performance Indicator (KPI)- Students are required to earn an 80% or better to pass the KPI.

You will report on your experience using 2 online career tests of your choice. You will also share the findings of each online tool/instrument. These tools /instruments should include things such as personality inventories, career search readiness inventories, career interest inventories, career change questionnaires, etc. Be sure to address the following information: (a) the name of each tool; b) where you found each tool online; c) the purpose(s) of the tool/ instrument, d) its target population(s), e) appropriate and inappropriate use of the instrument, f) requirement for instrument delivery to a client, g) the scoring, h) techniques, i) test bias if any, j) strengths and weakness of the tool/ instrument, k) how you would use the tool/instrument with a future client. l) any other relevant issues a counselor needs to know in order to intelligently utilize the instrument

This paper should be 2-3 pages in length with a cover sheet with selected tools/instruments used and a reference page. The paper should also include at least two scholarly sources to support your online tool/instrument.

G. Presentation (Career Counseling with Diverse Populations)- 10 points

CACREP 2.F.4.b, 2.F.4.g., 2.F.4.j.

Students will be placed in a group which will be responsible for presenting the class with a topic in career counseling:

A. Develop a presentation addressing the topic assigned to your group which would help your classmates understand how career counseling is beneficial to your group and the population you will serve. Your plan should include advocacy strategies for diverse clients. Each group will select one of the topics of (**Career Development, Educational Development or Employment Opportunities in Global Economy**).

B. Conduct the presentation within the allotted class time – 1 hour (please allow time for questions and answering). Be sure to be creative and allow time for each member of the group to share.

C. A resource list is to be provided for each classmate/professor, along with a reference sheet. A total of 15 Additional references besides the textbook and websites must be used. (APA guidelines must be followed)

H. Final Examination 50-points

CACREP 2.F.4.a.

The final examinations for the class will be multiple choice questions based on the materials that have been covered throughout the Semester.

GRADING PROCEDURE

Course Requirements	Points
Class participation	10
Self-Assessment (Holland Code)	20
Journal Article Critique	15
Career Development paper	20
Midterm Examination	50
Online Tools Report	25
Presentation (Career Counseling with Diverse Populations)	10
Finals	50
Total	200
Grading Scale	A: 200-180 B: 179-160 C: 159-140 D: 139-120 F: 119-below

GUIDELINES

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance. As the instructor, I reserve the right to modify assignment structure, re-arrange topic discussion, and to make as needed changes to the course. Students will always be notified in advance of said changes in writing, via email and/or blackboard. Additionally, a student is officially enrolled in this course until the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

LIBRARY SUPPORT

The Libraries at Alabama A&M provide access to materials and services that support the academic programs. The Alabama A&M University Library Website is <http://www.aamu.edu>. This site provides access to the resources to all campus libraries.

REMEDIATION

Faculty in the College of Education expect all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate who oral and written communication skills are considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or additional course work, not for punitive measures, but to improve students' knowledge and comprehension in this course.

SERVICES FOR STUDENTS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, 256-372-4263.

ATTENDANCE POLICY

The attendance policy complies with the Alabama A & M University guidelines. A graduate student is permitted **one** (1) unexcused absence for each credit hour generated by the class. Two absences will lower your grade by one grade; this holds true for subsequent absences. Students are expected to attend all classes. This instructor does not have to be contacted in the event of your absence, except in the event of extended absences. Students are allowed one unexcused absence. **Two absences = 1 letter grade lower; Three absences = failure of course.**

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

CLASSROOM DECORUM

It is expected that students will take responsibility for their own education and will help to create an environment conducive to learning. Additionally, each classroom should be embraced as a professional experience. Cell phones will be turned off or placed on the silent mode during class. Disregarding this request will lower your grade by one letter grade. Appropriate attire is required.

Laptops may be used in class but are only to be utilized for class related activities (e.g., taking notes). If it becomes apparent you are using the computer for non-class activities (e.g., checking your email, playing games) then you may be asked to turn off your computer and refrain from bringing it into class in the future. Laptop use is restricted to the back or sides of the classroom so that other students are not distracted during lecture.

Students who violate the Student Code of Conduct will be referred to the Department's Academic Standards Committee. The Psychology & Counseling Master's Program adhere to the code of

ethics that govern our profession: ACA, <http://www.counseling.org/knowledge-center/ethics>; and the NCC, <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>.

IRB COMPLIANCE

Should this course implement a research/evaluation project, no stage of the research project for this course is to begin prior to the student, course instructor, a student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of research/evaluation prior to approval is a direct ethical and academic violation and will result in failing the course. Students may request additional information about IRB requirements from the Office of Research Grant and Support.

COURSE EVALUATION

Alabama A&M University is committed to professional growth and development for each faculty member as well as to enhance course development. To assist in this process, students are asking to complete an online faculty evaluation at the end of each academic course. Individual Responses are not shared with the faculty member, only a summative report of students' responses.

DISCRIMINATION/HARRASSMENT

Alabama A&M University is committed to providing a workplace and educational environment, programs, and activities free of discrimination and harassment. This policy does not allow curtailment or censorship of constitutionally protected expression. This procedure applies to present and former employees of the University, students, applicants for admission or employment, and participants in University programs or activities (includes customers for services, vendors, contractors, and volunteers). A complaint may be filed with the Office of Human Resources (HR) by any present or former employee of the University, student, applicant for admission or employment, or participant in a University program or activity, who believes (s)he has been discriminated against or harassed in violation of this Policy. Any such complaint must be filed within 300 calendar days of the incident. The Complaint Form can be found at: [http://www.aamu.edu/administrativeoffices/hrservices/Documents/Complaint%20Form.p df](http://www.aamu.edu/administrativeoffices/hrservices/Documents/Complaint%20Form.pdf)

COURSE CALENDAR (Syllabus subject to reasonable revision)

WEEK/DATES	CHAPTERS/TOPICS	ASSIGNMENTS	CACREP
January 14- January 16 Week 1	Introduction/Orientation Syllabus Review Chapter 1: History Development and Some Basic Issues	<ul style="list-style-type: none">• Complete Orientation Material & Blackboard Tutorial• Read Chapter 1	

January 17- January 23 Week 2	Chapter 2: Theories of Career Development	<ul style="list-style-type: none"> • Read Chapter 2 	2.F.4.a
January 24- January 30 Week 3	Chapter 3: Career Counseling Models	<ul style="list-style-type: none"> • Read Chapter 3 • Assigned B due 	2.F.4.a
January 31- February 6 Week 4	Chapter 4: Integrating Career and Personal Counseling	<ul style="list-style-type: none"> • Read Chapter 4 	2.F.4.b
February 7- February 13 Week 5	Chapter 5: Career Counseling Intake Interview	<ul style="list-style-type: none"> • Read Chapter 5 • Assignment C due 	2.F.4.d 2.F.4.e
February 14- February 20 Week 6	Chapter 6: Using Standardized Tests and Self-Assessment Procedures in Career Counseling	<ul style="list-style-type: none"> • Read Chapter 6 	2.F.4.d. 2.F.4.e 2.F.4.i
February 21- February 27 Week 7	Chapter 7: The Impact of New Technology on Work, Career Development, and Learning Platforms	<ul style="list-style-type: none"> • Read Chapter 7 • Assignment D due 	2.F.4.c
February 28- March 6 Week 8	Chapter 8: On Being an Ethical Career Counselor	<ul style="list-style-type: none"> • Read Chapter 8 • Midterm Exam due 	2.F.4.j
March 7- March 13	Chapter 9: Career Counseling for Multicultural Groups	<ul style="list-style-type: none"> • Read Chapter 9 • Assignment F due 	2.F.4.g 2.F.4.j

Week 9			
March 14-March 20 Week 10	Chapter 10: Gender Issues and Dual Careers .	<ul style="list-style-type: none"> • Read Chapter 10 • 	2.F.4.b
March 21- March 27 Week 11	Chapter 11: Career Counseling for Lesbian, Gay, Bisexual and Transgendered Clients Chapter 12: Career Counseling for Individuals with Disabilities	<ul style="list-style-type: none"> • Read Chapters 11 & 12 • Assignment G due 	2.F.4.g 2.F.4.j
March 28- April 3 Week 12	SPRING BREAK		
April 4- April 10 Week 13	Chapter 13: Job Loss and Transitions Chapter 14: Career Development and Transitions of Working Adults	<ul style="list-style-type: none"> • Read Chapters 14 & 14 • Assignment F due 	2.F.4.h
April 11- April 17 Week 14	Chapter 15: Career-Related Programs for Elementary Schools Chapter 16: Career-Related Programs for Middle Schools Chapter 17: Career-Related Programs for High Schools	<ul style="list-style-type: none"> • Read Chapters 15, 16 & 17 	2.F.4.f
April 18- April 24 Week 15	Class wrap up Student Reflections Final Exam	<ul style="list-style-type: none"> • Final Exam 	
April 25- May 1	Finals Week	Finals Week	