

Xavier University

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Counseling Syllabi Summer 2012

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2012

### COUN 636-01 Career Counseling

Rhonda Norman  
Norman@xavier.edu

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## XAVIER UNIVERSITY

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<b>COURSE TITLE:</b>	Career Counseling
<b>SEMESTER:</b>	Summer 2012
<b>COURSE NUMBER:</b>	COUN 636-01
<b>CREDIT HOURS:</b>	3
<b>DAY &amp; TIME:</b>	Tuesdays and Thursdays, 4:30 – 8:00 PM
<b>LOCATION OF CLASS:</b>	Blended - Hailstones 3 and Online
<b>INSTRUCTOR:</b>	Dr. Rhonda L. Norman
<b>OFFICE LOCATION:</b>	215 Hailstones
<b>OFFICE PHONE:</b>	(513) 745-3450
<b>EMAIL ADDRESS:</b>	<a href="mailto:norman@xavier.edu">norman@xavier.edu</a> , Skype: dr.rhonda.l.norman
<b>OFFICE HOURS:</b>	Monday: 2:00 pm – 3:00 pm and by appointment

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### **COURSE DESCRIPTION:**

This course is an introduction to career counseling in a variety of settings. Career Choice Theories, sources of occupational information, and career assessment techniques are offered. Topics covered during the semester reflect those identified for the Career Development CACREP 2009 core area as well as selected area standards for School and Clinical Mental Health Counseling programs.

### **COURSE OBJECTIVES:**

This course addresses key principles and techniques in assisting individuals with career and lifestyle development issues throughout the life span. At the conclusion of this course, the successful student will be able to:

1. Analyze career development theories and decision-making models and be able to apply one or more of these approaches to clientele utilizing appropriate essential interviewing and counseling skills. **(G4a)**  
*Assessment occurs through the career assessment report*
2. Examine the concept of “career” and the influence of socio-political trends on societal definitions of “work”, family and life-roles, including the role of multicultural issues in career development. **(G4d)**  
*Assessment occurs through class discuss and experiential exercises*
3. Apply career and educational planning, placement, follow-up, and evaluation. **(G4e)**  
*Assessment occurs through career assessment report*
4. Apply career assessment instruments, counseling processes, techniques, and resources to specific populations such as school – aged children and adults and populations in a global society. **(G4f, SH1, SH2)**  
*Assessment occurs through class readings, class discussion and career social advocacy project and career assessment report.*
5. Distinguish between the basic concepts of standardized and non-standardized testing and other assessment instruments and techniques including, individual and group test and inventory methods, computer-managed and computer-assisted methods. **(SH2)**  
*Assessment occurs through readings and class discussion, along with the exam.*
6. Determine occupational information resources such as labor market information, educational options, visual, print, and computer-based systems for the purpose of providing appropriate recommendations to clientele. **(G4b)**  
*Assessment occurs through evaluation of occupation information, class presentation and career assessment report.*

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7. Design, organization, implementation and evaluation of a social justice/social advocacy career development program. **(G4c, E4)**  
*Assessment occurs through career social advocacy project*
  8. Analyze the impact of technology on the concept of “career and critique the benefits and cautions related to technological resources for career counseling in school and clinical mental health settings.**(G4g)**  
*Assessment occurs through career assessment process, readings and discussion and implementing the course in a blended course format.*
  9. Identify and utilize ethical principles appropriate for the career development assessment process as applied to individuals and groups of clientele.**(G4f)**  
*Assessment occurs through case study, readings and discussion board posts*

**REQUIRED TEXT:**

Niles, S.G. , Harris-Bowlsbey, J. (2009). **Career Development Interventions in the 21<sup>st</sup> Century** (3rd Edition) Pearson Education, Inc. Upper Saddle river, New Jersey.

**INSTRUCTIONAL METHODS AND ACTIVITIES:**

This course is a blended (40% online and 60% in classroom) course and will utilize a number of approaches to facilitate student learning. Chief among them will be lecture, class discussion, online discussion, role-play activities, case study presentations, small group exercises, review of topical videotapes, and small group exercises related to career planning and occupational information resources.

**Technical Requirements:**

As a participant in this blended course you will need access to a PC or Mac computer with a webcam. There is one Synchronous class that is required that will be held in the Wimba classroom. Please see the Wimba guidelines via this website:

<http://www.xavier.edu/ds/wimba/students.cfm>.

This website contains student tutorials as well as other helpful guidelines that will prepare you for the synchronous class.

**Services for Students with Disabilities**

<http://www.xavier.edu/lac/student-disability-services.cfm>

The Learning Assistance Office provides reasonable academic accommodations and support services that are individualized and flexible. With a goal of equal educational access in mind, Learning Assistance creates opportunities and promotes the same educational experiences, services, and enrichment to persons with disabilities that are offered to those who are not disabled. This includes, but is not limited to:

- access to any printed material for students who are visually impaired;
- access to the classroom for those with mobility impairments; and
- access to learning for those with learning disabilities.

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## ASSIGNMENTS/EXAMINATIONS:

1. Students will read the assigned text (chapter dates on attached class calendar) as well as all handouts/article reprints, etc. distributed throughout the semester.

- Students are expected to post contributions in the discussion group as scheduled during the asynchronous classes. If your post is not added by the date and time listed you will incur a deduction of 4 points per occurrence.

2. Students will construct a Career Narrative: This assignment will allow you to reflect upon the jobs that you have held how you chose them, how you felt about them, and how each job influenced your decision to seek a career as a Professional Counselor.

The paper should be limited to five double-spaced, typewritten pages, APA style. (Sample document is posted on blackboard).

3. Students will conduct a three-session career counseling and assessment process with a client. The first session will consist of an orientation to the process and initial information gathering regarding the client's career situation. The second session will be an orientation to career assessment and then administration of the Strong Interest Inventory, and Supers Work Values Inventory. The third session will consist of an interpretation of the Strong Inventory and Work Values Inventory results and recommendations (with referrals as appropriate) for client career planning. The process will be summarized in a written professional career assessment report to be turned in on the due date listed in the syllabus. Specific details and procedures to complete this assignment will be provided in class.

4. Students will complete an examination on the course content.

5. Social Advocacy Career Module /Presentation – (6 Groups max. 3 students per group)

In small groups of three you will explore some aspect of interest or area of concern in the career development research literature. The cooperative learning model provides wonderful opportunities for integrated learning and promoting a much broader perspective on a topic like career development. Your group will be responsible for developing a career development seminar to address one of the topics below. ***Your group will cooperatively decide how it will investigate and present information on its chosen topic. Your group will focus on several primary areas for its presentation:***

- A. Identify a Target Population and the importance of the topic. Examine the current literature and the current national/political agenda on your topic. Present it in such a way that others will grasp the topic's significance.
- B. Include a measurable objective (or objectives) – for Ex. By the end of this module the client/student/practitioner will be able to.....
- C. Determine whether you will be presenting to the target population or to a professional audience.

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- D. Implications at the local level. How does this topic affect people's lives in Ohio? Provide information that illustrates how Ohio is addressing – or needs to be addressing - this issue.
- E. You should include a theory or theorist as a basis for the construction of your module.
- F. Implications for practitioners. How should counselors, educators, career specialists, and Human resource personnel use this knowledge to shape their professional practice? Generate alternatives that will help practitioners address the issue/topic in helpful ways.
- G. Creative response. Working together, create **an intervention or activity to address one of the needs identified by your group**. During the evening of your presentation, involve the class in at least some aspect of the intervention in the context of your overall presentation.
- H. All members of the group will be responsible to present some element of your module.

Possible Topics:

Interest:

- A. Multicultural Approaches to Career Counseling
- B. K-12 School-Based Career Development Programs
- C. Career Development in Post- Secondary Schools
- D. Career Development and Career Counseling in Business and Private Practice
- E. Ethics, Competencies, and Credentials for Career Counseling
- F. Career Counseling with those with Special Needs

Area of Concern:

- A. Glass Ceiling
- B. Reentry Woman
- C. Labor Market Structural Change
- D. Career changes for older workers
- E. Initial Career Choice by College Students
- F. Employment Discrimination – Race, Gender , Sexual Orientation or Age
- G. Impact of Reduction in Force
- H. Generational Differences at Work

Please note: You will have a wiki page to work on the project outside of class if you choose. The topic of choice needs to be approved prior to working on the project by the instructor.

Presentation: 45 minutes per group.

Grading of the project will be based on the following (rubric will be given in class):

1. Thoroughness in covering the topic (within the time limits)
2. Integration of Social Advocacy within the topic.
3. Quality of the content
4. Sensitivity to the theme
5. Quality of the presentation (including technical quality, aesthetics, and presentation of materials, as appropriate)
6. Quality of the creative intervention in addressing the need or issue

*\*Please provide handouts summarizing the project/presentation along with the references utilized to support the presentation.*

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## PERFORMANCE EVALUATION CRITERIA AND PROCEDURES:

*Your final grade will be based upon your demonstration of learning as follows:*

Attendance, In Class and Discussion Board Participation, Professional Behavior (see definitions below) – 15%  
Career Narrative Reflection Paper – 10%  
Social Advocacy Career Module/Presentation – 25%  
Career Counseling Assessment and Report – 30%  
Examination Performance – 20%

### Grading Scale

A (93-100)	A- (90-92)	B+ (88-89)	B (83-87)	B- (80-82)
C+ (78-79) C (73-77) C- (70-72)				

### ATTENDANCE POLICY:

Graduate students are training to be professional helpers responsible for the welfare of clients in need. Attendance in professional counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Attendance and participation constitute a significant portion of your final grade. Attendance means arriving for **class on time and staying for the duration of the class**. Participation means preparing for class by reading required texts/materials and periodically entering into class discussion.

A student who misses 1 or more classes in a semester or fails to participate in the synchronous or asynchronous class may be subject to possible action by the instructor, which includes, but is not limited to:

- Recommendation to withdraw from the class.
- Reduction in grade per the percentage allotted to attendance and participation.
- Any other action deemed appropriate by the instructor.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance. Naturally, faculty members are sensitive to significant life circumstances that can result in class absence. In such instances, faculty will attempt to work with these students on a case-by-case basis. For professional behavior guidelines please consult the ACA and NCDA ethical standards and guidelines. In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

**SCHEDULE OF ASSIGNMENTS & EXAMS:**

DATE	TOPIC / ASSIGNMENT
May 8 Classroom	Introduction / Historical Trends / Definitions-e.g., “What is Work?” What is “Career Development?” <i>*Decide on Cooperative Learning Project Groups *</i> <i>(You will have very limited time to work on your project during in class time)</i> <b>-The New Job Offer-</b> <i>Introduction to Career Choice Theories</i>  <b>(Suggestion: Identify Career Volunteer)</b>
May 10 Online Asynchronous (on your own)	Career Choice Theories, continued  <b>(Chapters 1, 2 &amp; 3)</b> <b>Due: Discussion Group Post; 12:00am, Sunday, 5/13.</b>
May 15 Classroom	Career Development and Diverse Populations Career Assessment and Career Planning (Career-in-Culture Semi-Structured Interview) <b>-Secret Identity-</b> <b>(Chapters 4 &amp; 5)</b> <b>(Suggestion: Schedule Initial Meeting by this date)</b> <b>Due: My Career Narrative Reflection</b> <b>Assign Websites to Evaluate in Groups</b>
May 17 Online  Synchronous Wimba (online as a class)	Sources of Occupational Information and Resources – Print, Human, & Electronic Computer-Based Career Information and Assessment: Benefits and Cautions <b>Take:</b> <b>Strong Interest Inventory</b> <b>Work Values Inventory</b> <b>Self-Directed Search</b> <b>MBTI</b>  <b>Website Presentations via the Wimba Classroom 4:00pm.</b>  <b>(Chapters ,6,7,)</b>
May 22 Classroom	Career Assessment –instrument selection Career Assessment – test orientation, administering & interpretation of tests and inventories <b>-Bring Assessments to class for interpretive discussion-</b> <b>(Chapters 5,8,14)</b> <b>(Schedule Assessment Meeting by this date)</b>
May 24 Online Asynchronous	Ethics in Career Development Career Assessment and Career Planning Services 2- Case Analysis to read and post in discussion board. <b>(Chapter 14)</b> <b>Due: Post in Discussion Board 12:00am, 5/27.</b>

May 29 Classroom	<p>College and Post-Secondary Counseling  Career Education in Schools –  Leading Career Development Program Planning, Implementation and  Evaluation</p> <p><b>Guest Speaker – Career Development - College and Post-Secondary  Education</b></p> <p><b>Guest Speaker – Career Development – K-12</b></p> <p><b>(Chapters 9,10,11,12)</b>  <b>Study Guide Given in Class and Posted</b></p>
May 31 Asynchronous	<p>Career Development in Community Settings  <b>(Chapter 13)</b>  <b>Due: Post in Discussion Board, 12:00am, Sunday 6/3.</b></p>
June 5 Classroom	<p>Global Populations in Career Development  Preparing and advocating for specific populations in a global economy is  important because inevitably there will be greater choice for some related to is  job/career and this module will focus on advocating for and providing assistance  with making effective career choices for all populations.</p> <p><b>Career Module Presentation – 5</b>  <b>Due: Career Assessment Report</b></p>
June 7 Classroom	<p><b>EXAM – IN CLASS</b></p> <p><b>Class Evaluation</b></p>

**\*\*Please turn off or silence all pagers and cell phones while in class.**

**June 5<sup>th</sup> Social Advocacy Presentations**

<b>Time:</b>	<b>Topic:</b>
4:05 pm – 4:50 pm	
4:55 pm – 5:40 pm	
<b>Break – 10 minutes</b>	
5:50 pm – 6:35 pm	
6:40 pm - 7:25 pm	
7:30 pm – 8:15 pm	

**CACREP  
SIGNATURE ASSIGNMENT**

ASSIGNMENT	STANDARDS ADDRESSED	MET	PARTIALLY MET	NOT MET
		<b>3</b>	<b>2</b>	<b>1</b>
<b>Conduct a three-session career counseling and assessment process with a client. The student is responsible for generating a career assessment report following the guidelines of the attached rubric.</b>	<b>CAREER DEVELOPMENT</b> 1. Analyze career development theories and decision-making models and be able to apply one or more of these approaches to clientele utilizing appropriate essential interviewing and counseling skills. <b>(G4a)</b>	Student was able to implement the Career in Culture semi-structured interview. Was also able to effectively integrate one or more of the career development theories into the career assessment report. Completed the career assessment report following the attached rubric and received >94%	Student was able to minimally complete the semi-structured interview. Was able to minimally integrate one or more of the career development theories into the career assessment report. Completed the career assessment report following the attached rubric and received <80%	Student was not able to complete the Career in Culture semi-structured interview. Did not integrate one or more of the career development theories into the career assessment report. Completed the career assessment report following the attached rubric and received < 70%
	<b>CAREER DEVELOPMENT</b> 3. Implement a career and educational plan, including placement, follow-up, and evaluation. <b>(G4e)</b>	Student submitted the career assessment report following the attached rubric and received >94%.	Student submitted the career assessment report following the attached rubric received <94%.	Student submitted the career assessment report following the attached rubric received <70%.
	<b>CAREER DEVELOPMENT</b> 4. Apply career assessment instruments, counseling processes, techniques, and resources to specific populations such as school – aged children and adults and populations in	Student completed the three session career assessment and counseling process, utilizing one standardized instrument and one non-standardized instrument and recommended appropriate career development resources.	Student completed the three session career assessment process, but failed to utilize a standardized and non-standardized instrument and minimally recommended appropriate resources.	Student failed to complete the three session career assessment process and failed to utilize and instruments , nor recommended the appropriated resources.

	a global society.(G4f, SH1, SH2)			
	<b>CAREER DEVELOPMENT</b> 6. Determine occupational information resources such as labor market information, educational options, visual, print, and computer-based systems for the purpose of providing appropriate recommendations to clientele. <b>(G4b)</b>	Student was able to determine the appropriate occupational information such as labor market information, educational options, visual print, and computer-based systems.	Student was able to minimally determine the appropriate occupational information and neglected to include labor market, educational options, visual print, or computer-based systems.	Student failed to determine the appropriate occupational information and neglected to include labor market, educational options, visual print , or computer- based systems.

**Career Interview/Assessment Report**  
**COUN – 636-01**

Name: \_\_\_\_\_

Criteria					Points
	4	3	2	1	
<b>Identified Client 18 y.o (minimum age)</b>	Violation of this requirement will result in automatic failing grade for this project.				
<b>Avoided Dual Relationship</b>	Violation of this requirement will result in automatic failing grade for this project				
<b>Copy of the Strong report included.</b>					
<b>Copy of signed release included.</b>					
<b>Signature and date lines included for student and Professor to sign.</b>					
<b>Introduction/ Topic 5</b>	Student <b>specifically gives an explanation of the process.</b>	Student <b>generally gives an explanation of the process.</b>	Student <b>vaguely gives an explanation of the process.</b>	Student fails to <b>give an explanation of the process.</b>	
<b>Interview 20</b>	Conducts the career counseling interview regarding the client's career development to date, as well as their thoughts for the future. Background information included	Conducts the career counseling interview but missing career development "to date" information, and did provide future thoughts for career development. Back ground information included.	Minimally Conducts the career counseling interview but missing career development to date information, and/or future thoughts. Back ground information included.	Failed to conduct the career counseling interview and failed to include background information.	

<p><b>Organization &amp; Clarity</b> 10</p>	<p>Well organized, demonstrates <b>logical</b> sequencing and sentence structure.</p>	<p>Well organized, but demonstrates <b>illogical</b> sequencing <b>or</b> sentence structure.</p>	<p>Well organized, but demonstrates <b>illogical</b> sequencing <b>and</b> sentence structure.</p>	<p><b>Weakly</b> organized, but demonstrates illogical sequencing and sentence structure.</p>	
<p><b>Punctuation, Capitalization, &amp; Spelling</b> 10</p>	<p>Punctuation and capitalization are <b>correct</b>.</p>	<p>There is <b>one error</b> in punctuation and/or capitalization.</p>	<p>There are <b>two or three</b> errors in punctuation and/or capitalization.</p>	<p>There are <b>four or more</b> errors in punctuation and/or capitalization.</p>	
<p><b>Orientation and Interpretive Summary of the Strong Interest Inventory</b> 20</p>	<p><b>Detailed Orientation</b> provided regarding the nature of interest inventories and reviewed the directions for the taking the Strong. Interpretive Summary of Strong provided and impressions of client's interest areas</p>	<p><b>Vague orientation</b> provided regarding the nature of interest inventories and vague review of the directions for the taking the Strong. Vague Interpretive Summary of Strong provided and impressions of client's interest areas</p>	<p>Minimal <b>orientation</b> provided regarding the nature of interest inventories, Failed to review the directions for the taking the Strong. Minimal or Failed to provide Interpretive Summary of Strong and impressions of client's interest areas</p>	<p>Student fails to <b>Orient the client</b> towards the nature of interest inventories and failed to review the directions for the taking the Strong. Interpretive Summary of Strong provided and impressions of client's interest areas</p>	
<p><b>Observations provided for each session</b> 5</p>	<p><b>Observations</b> provided for each session (what did you see? Client's behavior? Grooming, etc.)</p>	<p><b>Vague Observations</b> provided for each session (what did you see? Client's behavior? Grooming, etc.).</p>	<p>Minimal <b>observations</b> , Observations not included for one or more sessions (what did you see? Client's behavior? Grooming, etc.)</p>	<p><b>Failed to provide the observations for sessions.</b></p>	
<p><b>Narrative Summary</b> 10</p>	<p><b>Very detailed description</b> of all three sessions, including dates, times and places held.</p>	<p>Vague <b>description of all three sessions</b>, dates, times but places not included.</p>	<p>Minimal description of one or more session, dates included but places or times not included.</p>	<p>Failed to provide the narratives for the sessions, including dates and places.</p>	

<b>Recommendations 10</b>	<b>Provided recommendations, concerns and referrals, including rationale.</b>	Vague recommendation and referrals, no rationale	Recommendations but not including referrals, no rationale	No recommendations provided.	
<b>Counselor Reflections 5</b>					
				<b>Total----&gt;</b>	

**Additional comments:**

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## Career Development Program/Social Advocacy COUN – 636-01

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Topic: \_\_\_\_\_

Names: \_\_\_\_\_

Criteria					Points
	4	3	2	1	
<b>Presentation Introduction/ Topic</b> <b>20/5</b>	Presenter <b>specifically gives an overview of the topic.</b> Defines the career Interest, issues or concerns and contextual elements involved ( i.e. local, state, national issues) and infuses social advocacy.	Presenter <b>generally gives an overview of the topic.</b> Defines the career Interest/ issues or concerns and contextual elements involved ( i.e. local, state, national issues) and infuses social advocacy.	Presenter <b>vaguely introduces the topic. Vaguely</b> defines the career Interest/ issues or concerns and contextual elements involved ( i.e. local, state, national issues). Vaguely infuses social advocacy.	Presenter fails to introduce the topic and fails to define the career Interest/ issues or concerns and contextual elements involved ( i.e. local, state, national issues). Fails to infuse social advocacy.	
<b>Literature Integrated/ Theoretical Foundation included</b> <b>25/6.25</b>	<b>Several</b> detailed conclusions are reached from the Literature and a theoretical foundation is provided to support the module and presentation. Greater than minimum sources cited.	<b>Some</b> detailed conclusions are reached from the Literature and a theoretical foundation is provided to support the module and presentation. Minimum sources cited.	<b>Few</b> detailed conclusions are reached from the Literature, without a theoretical foundation to support. Less than minimum sources cited.	<b>Presenter fails to integrate</b> Literature and provides no theoretical foundation to support the presentation and module. Lack of citations.	
<b>Organization &amp; Clarity</b> <b>20/5</b>	Well organized, demonstrates <b>logical</b> sequencing with great clarity.	Well organized, but demonstrates <b>logical</b> sequencing <b>with some clarity.</b>	Well organized, but demonstrates <b>illogical</b> sequencing <b>with little clarity.</b>	<b>Weakly</b> organized and no clarity within the presentation.	
<b>Career Module: Creative Response Interactive</b> <b>20/5</b>	The intervention or activity addresses the needs of the population identified and is a novel/creative	The intervention or activity only slightly addresses the needs of the population identified and is a	The intervention or activity fails to address the needs of the population but is a novel/creative approach. The	<b>The intervention fails to address the needs of the population and is neither novel nor creative.</b> <b>There was no</b>	

	<p>approach. The intervention/presentation allowed for interaction</p>	<p>novel/creative approach. The intervention/presentation allowed for some interaction.</p>	<p>intervention/presentation allowed for little interaction.</p>	<p><b>interaction afforded during the presentation.</b></p>	
<p><b>Handouts Power Point : Punctuation, Capitalization, &amp; Spelling 5/1.25</b></p>	<p>Punctuation and capitalization are <b>correct</b>.</p>	<p>There is <b>one error</b> in punctuation and/or capitalization.</p>	<p>There are <b>two or three</b> errors in punctuation and/or capitalization.</p>	<p>There are <b>four or more</b> errors in punctuation and/or capitalization.</p>	
<p><b>Closing Summary and Implications for Practitioners 10/3.75</b></p>	<p>Presenter succinctly summarizes the importance of the topic and how it the practitioner can utilize the information or intervention.</p>	<p>Presenter summarizes the importance of the topic and how it the practitioner can utilize the information or intervention.</p>	<p>Presenter minimally summarizes the importance of the topic and how it the practitioner can utilize the information or intervention.</p>	<p>Presenter fails to summarize the importance of the topic, neglects to address the practitioners response as well as abruptly ends the presentation.</p>	
				<p><b>Total----&gt;</b></p>	

**Additional comments:**