CHD 631 – Counseling for Career Development  
Spring 2013

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Office Hours: M/T/R: 3:30-6:00, W/F: By appointment  
Additional hours are available by appointment. Occasionally, other obligations such as committee meetings may impose upon stated office hours.

Course Description:
Career development and adjustment theories; the world of work; organization of career resources and information; counseling for career planning and placement; and ethical and professional practices.

Conceptual Framework:
1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of practice.

Referenced Standards:

CACREP.2.K.4 - CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:

AL- SDE 290-3-3-.50(3)(d)1.(i) & CACREP.2.K.4.a - career development theories and decision-making models;

CACREP.2.K.4.b - career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

AL- SDE 290-3-3-.50(3)(d)1.(ii) & CACREP.2.K.4.c - career development program planning, organization, implementation, administration, and evaluation;

AL- SDE 290-3-3-.50(3)(d)1.(ii)(l) – career clusters, pathways, and programs of study;

CACREP.2.K.4.d - interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;

CACREP.2.K.4.e - career and educational planning, placement, follow-up, and evaluation;

AL- SDE 290-3-3-.50(3)(d)1.(iii) & CACREP.2.K.4.f - assessment instruments and techniques that are relevant to career planning and decision making;

CACREP.2.K.4.g - technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

AL- SDE 290-3-3-.50(3)(d)1.(iv) & CACREP.2.K.4.h - career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy;

AL- SDE 290-3-3-.50(3)(d)2. – promote awareness of educational alternatives and the utilization of informational systems and technology to disseminate career and educational information; and

CACREP.2.K.4.1 - ethical and legal considerations;

AL- SDE 290-3-3-.50(3)(d)1.(ii)(ll) – secondary/post-secondary course articulation & dual enrollment;

AL- SDE 290-3-3-.50(3)(j)1.(v) – design, implement, manage, and evaluate transitions programs, including school-to-work, postsecondary planning, and college admissions counseling.

Prerequisites: None
Required Texts:

Instructional Modalities: Lecture, discussion, cooperative learning, live modeling, role playing, experiential exercises

Student Outcomes and Course Competencies:
Upon completion of this course, students shall demonstrate knowledge and understanding of:
1. career development theories and decision-making models. (AL-SDE 290-3-3-.50(3)(d)1.(i) & CACREP.2.K.4.a)
2. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems. (CACREP.2.K.4.b)
3. career development program planning, organization, implementation, administration and evaluation. (AL-SDE 290-3-3-.50(3)(d)1.(ii) & CACREP.2.K.4.c)
4. interrelationships among and between work, family and other life roles and factors including the role of diversity and gender in career development. (CACREP.2.K.4.d)
5. career and educational planning, placement, follow-up and evaluation. (CACREP.2.K.4.e)
6. assessment instruments and techniques that are relevant to career planning and decision-making. (AL-SDE 290-3-3-.50(3)(d)1.(iii) & CACREP.2.K.4.f)
7. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites. (CACREP.2.K.4.g)
8. career counseling processes, techniques, and resources, including those applicable to specific populations. (AL-SDE 290-3-3-.50(3)(d)1.(iv) & CACREP.2.K.4.h)
9. ethical and legal considerations. (CACREP.2.K.4.i, CF 1)
10. career clusters, pathways, and programs of study. (AL-SDE 290-3-3-.50(3)(d)1.(ii)(I))
11. ability to promote awareness of educational alternatives and the utilization of informational systems and technology to disseminate career and educational information (AL-SDE 290-3-3-.50(3)(d)2)
12. secondary/post-secondary course articulation & dual enrollment AL-SDE 290-3-3-.50(3)(d)1.(ii)(II)
13. design, implement, manage, and evaluate transitions programs, including school-to-work, postsecondary planning, and college admissions counseling AL-SDE 290-3-3-.50(3)(j)1.(v).

Evaluation:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Outcomes &amp; Competencies</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam (20%)</td>
<td>1, 3, 4, 9</td>
<td>A = 90-100</td>
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<tr>
<td>Autobiographical Case Study (25%)</td>
<td>1, 2, 3, 5, 6, 7, 11</td>
<td>B = 80-89.99</td>
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<tr>
<td>Literature Review (25%)</td>
<td>4, 6, 9</td>
<td>C = 70-79.99</td>
</tr>
<tr>
<td>Career Journey Masterpiece (10%)</td>
<td>1, 4</td>
<td>D = 60-69.99</td>
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<tr>
<td>Final Exam (20%)</td>
<td>4, 8, 10, 12, 13</td>
<td>F = Below 60</td>
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Please Note:

✓ For all course requirements, part of your grade will be a professional, subjective decision by the instructor.
✓ Assignments for this course shall not contain any portion of materials submitted in another course.
✓ Five points will be deducted for each day beyond the due date that late assignments are submitted. If you cannot come to class when an assignment is due, you may e-mail it to the instructor and that will serve as the date it is turned in. **You will not receive a grade until you have turned in a paper copy.**
✓ All assignments should be typed using Times New Roman, 12 point font and double spaced. (APA style)
✓ Students are expected to complete in-class exams on the scheduled date. The instructor will determine whether a student may make up a missed exam, depending on the extenuating circumstances and the student's ability to document it. Points may be deducted based on the professional, subjective decision of the instructor.
✓ Cell phones and other electronic devices are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission from the instructor must be obtained prior to class in these situations.

Description of Course Requirements:

1. **Attendance & participation:** Attendance at all classes is expected.

2. **Midterm exam (20%)**

3. **Literature review (25%)** Students will conduct a review of the literature related to a particular topic in career counseling using current information found in professional/scholarly journals. Articles should have been written within the last 10 years and found in peer-reviewed journals; no book reviews or book chapters are to be used. A minimum of five articles is required. Papers should include an introduction with a statement of the problem/issue; a review of the major information, themes, and perspectives; and conclusions. The papers are to be written in a scholarly style and format (APA guidelines). Recommended length for this paper is 5-10 pages. **(Grading: APA guidelines = 10% (includes proper citations in text of paper, proper reference list, citing all references and referencing all citations, etc.) Quality of sources = 20% (includes current, refereed journals), Content analysis = 60% (includes organization and flow of the material), Overall professional judgment of instructor = 10%)**. Professional papers are written in the third person. Do not use folders or envelopes; staple or paper clip your paper. In addition to turning in your paper copy, please turn in an electronic copy. Failure to turn in an electronic copy will result in 10 points deducted from your grade on the paper. The instructor may use the program “turn-it-in” to evaluate your paper.

4. **Autobiographical case study (25%)** Complete an in-depth case study on yourself using the following outline: (This is an outline; the paper should be in a narrative format.)
   I. Demographic Information.
   II. Work Experience – for previous & current jobs, include:
      a. Skills utilized
      b. Likes & dislikes about the work itself
      c. Likes & dislikes about the work environment
III. Academic History
   a. Performance in school
   b. Strongest & weakest subjects
   c. Favorite & least favorite subjects

IV. Leisure Experience
   a. Favorite leisure activities
   b. Current leisure activities

V. Complete a thorough self-assessment based on Super’s Life-Span Approach and Holland’s Typology Approach and two additional career development theories or approaches. Incorporate the results of the career inventories that you took in CHD 621 in this part of the case study.

VI. Identify jobs from the OOH that would be suited to your occupational self-concept. This portion will be submitted using LiveText. Attach the links in your Livetext submission.

VII. Attach four advertisements for positions, one from each of the following levels: local, state, regional, & national. Be sure that at least two of these are obtained from computer sources (i.e., the internet, SOICC, etc).

VIII. Write an application letter for one of these positions. Briefly summarize your strengths and weaknesses, your career attributes, and your career goals for the next five years.

IX. Write a resume that you might send to a prospective employer for one of these jobs.

5. Career journey masterpiece (10%) Create a piece of art that shows your personal career journey and incorporates one or more of the career theories that you have learned about. Since art is in the eye of the beholder, you may use any medium that you would like, except for poster board. You will share your masterpiece with the class. On the day that you bring your masterpiece to class you will also turn in to the instructor a reflection about the process of making this piece of art. In your typed reflection you will discuss what it was like to be required to create a work of art, and the positives and negatives of this experience.

Sharing of masterpieces will begin on April 9th.

6. Final exam (20%)

Academic Honesty:
Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the
department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Attendance:
UNA’s attendance policy states: “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.” (p.33)

All faculty in the Counselor Education department have adopted the following policy:
If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

Accommodations:
UNA Policy for Students with Disabilities: In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will
be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Emergency Procedures:**
Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

- Assist persons with physical disabilities, if needed.
- Do not use the elevators.
- Time permitting, close all doors and windows.
- Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**Tentative Course Schedule and Course Content:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
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<tbody>
<tr>
<td>1/15</td>
<td>Historical Development &amp; Basic Issues</td>
<td>1</td>
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<td>Development from 1890</td>
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<td>Frank Parsons</td>
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<td>Lifelong learning</td>
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<td>A culturally diverse society &amp; globalization</td>
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<td>Integrating career &amp; personal counseling</td>
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<tr>
<td>1/22</td>
<td>Theories of Career Development</td>
<td>2</td>
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<td>Trait oriented theories</td>
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<td>Trait &amp; Factor</td>
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<td></td>
<td>Person-Environment Correspondence</td>
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<td>Holland’s Typology</td>
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<td>Social learning &amp; cognitive theories</td>
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<td>Krumboltz’s Learning Theory</td>
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<td>Cognitive-Information-Processing</td>
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<td>Social Cognitive Perspective</td>
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<td>1/29</td>
<td>Theories of Career Development, continued</td>
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<td>Developmental theories</td>
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<td>Life-Span, Life-Space</td>
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<td>Gottfredson’s Theory</td>
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<td>Person-in-Environment perspectives</td>
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<td>Constructivism</td>
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<td></td>
<td>Contextual</td>
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<tr>
<td>2/5</td>
<td>Career Counseling Models</td>
<td>3</td>
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<td></td>
<td>Five career counseling models</td>
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<tr>
<td></td>
<td>Goals, intake, assessment, process</td>
<td></td>
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</tbody>
</table>
2/12 Integrating Career & Personal Counseling  
   Holistic approach  
   Biopsychosocial model

2/19 Career Counseling Intake Interview  
   Career choice & career development constraints  
   Identifying psychological disorders

2/26 Standardized Tests & Self-Assessment Procedures  
   Psychometric concepts  
   Equity in assessment  
   Assessment goals  
   Self-assessment

3/5 Career Information Resources & Learning Platforms  
   Computer-Assisted Career Guidance Systems  
   Using the Internet  
   Organizing career information  
   Using technology

3/12 Being an Ethical Career Counselor  
   Boundaries of competence  
   Boundaries of confidentiality  
   Boundaries of informed consent  
   Boundaries of measurement & evaluation  
   **Literature review due**

3/19 **Midterm Exam**

3/26 **No Class - Spring Break**

4/2 Career Counseling for Multicultural Groups  
   Gender Issues & Dual Careers  
   Cultural variability  
   Challenge of becoming culturally competent  
   Strategies for dealing with multicultural influences  
   Gender development  
   Workplace & family needs  
   Role conflict  
   **Autobiographical case study due**

4/9 Career Counseling GLBT Clients  
   Career Counseling for Individuals with Disabilities  
   Unique needs  
   Americans with Disabilities Act  
   Implications for career counseling  
   Guidelines for consumers  
   Building a private practice
Sharing of Masterpieces begins

4/16 Career Transitions & Job Loss
   Adult Career Development Concerns
      Adults in transition
      Toward a life learning plan
      Globalization
      Life roles & conflicts
      Stress at work

4/23 Career Related Programs in Elementary Schools
   Career Related Programs in Middle Schools
      Development by stages
      Family systems
      ASCA National Standards
      Psychological impact of puberty
      Group strategies

4/30 Career Related Programs in High School & Beyond
   Review
      Goals & competencies
      Career-related programs
      Career Preparation

5/7 Final Exam

This schedule should be considered a tentative outline for the course and subject to change.
I have received a copy of the syllabus for CHD 631. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

____________________________________________________
Print Name

____________________________________________________   _________
Signature                                      Date