AUBURN UNIVERSITY

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

FALL 2024 SYLLABUS

Course Number: COUN 7230-D01

Course Title: Career Development and Vocational Appraisal

Prerequisites: None

Credit Hours: 3 semester hours

Instructor(s): Sara Ellison, PhD, LPC, NCC

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## COURSE DESCRIPTION:

This graduate course will focus on the study of career development and vocational psychology. Counseling psychologists and professional counselors have accrued a rich and distinguished history of attending to the career development needs of youth and adults in our society. The counseling professions have grown from vocational guidance origins to extend and expand their efforts toward a myriad of missions and areas of service, but vocational psychology remains a distinct and unique identity of professional counselors and counseling psychologists. The tradition of matching persons with jobs has grown in sophistication over the years; such a practice has existed for centuries across of cultures. Using state-of-the- art technologies and psychometrically-sound appraisal instruments, career counselors continue to pursue the complex challenge of helping people find rewarding ways to “do what they want to do” in the part of life commonly referred to as “work,” and to find creative ways to blend and balance these pursuits with other primary tasks of life.

## COURSE OBJECTIVES:

Through assigned readings, in-class exercises, and satisfactory performance on assignments and the final examination, students will demonstrate knowledge of:

1. theories and models of career development, counseling, and decision-making (CACREP 3.D.1.)
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors (CACREP 3.D.2.)
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems (CACREP 3.D.3.)
4. approaches for assessing the conditions of the work environment on clients’ life experiences (CACREP 3.D.4.)
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (CACREP 3.D.5.)
6. career development program planning, organization, implementation, administration, and evaluation (CACREP 3.D.6.)
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities (CACREP 3.D.7.)
8. strategies for advocating for employment support for individuals facing barriers in the workplace (CACREP 3.D.8.)
9. strategies for facilitating client skill development for career, educational, and lifework planning and management (CACREP 3.D.9.)
10. career and postsecondary training readiness and educational decision-making (CACREP 3.D.10.)
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups (CACREP 3.D.11.)
12. ethical and legal issues relevant to career development and career counseling (CACREP 3.D.12.)
13. models of PK-12 comprehensive career development (CACREP V.H.2.)

## REQUIRED TEXTBOOK:

Niles, S. G., & Harris-Bowlsbey, J. (2022). *Career development interventions in the 21st century* (6th ed.). Pearson.

Additional required readings will be posted on Canvas.

## ASSIGNMENTS:

1. **Career Conversations:** Students will interview two people from different social-cultural-economic groups about their views, beliefs, and understanding of work in their lives. Students will use provided questions (see Appendix A) to guide the interviews and may adapt these questions and/or devise their own questions. Students will write a 1–2-page summary of *each* interview and then a combined 2–3-page reflection on what they have learned about the nature of work and its impact on individuals through conducting these interviews.
2. **Career Assessments:**
	1. Students will complete the **Self-Directed Search**, which can be accessed at [www.self-directed-search.com](http://www.self-directed-search.com), and locate their code in the occupation finder. Students will be asked to upload a copy of the report they receive after finishing the SDS as proof of completion. ***The cost of completion is $14.95.***
	2. Students will go to the AU Career Center website, which can be accessed at <https://career.auburn.edu/popular-resources>, and complete either the TypeFocus (free) or the Strong Interest Inventory ($30 or you can make an appointment with the Career Center and take it for free through them).
	3. Following completion, students will participate in a discussion board post, where they will be required to provide a response about their experience taking the assessments, any results of the assessments that they would like to share, and potential next steps that might be helpful following the assessments. Students will also have to respond to two other students’ discussion posts.
3. **Career Theory Self-Assessment:** The purpose of this assignment is to select and apply two career counseling theories to your own career narrative. First, compare and contrast the two theories you’ve selected, including a discussion of how application of these theories might vary in cross cultural helping relationships and how they could be applied in your setting (school, clinical, rehabilitation). Speak to how these theories relate to your orientation as a counselor and what aspects feel congruent (or not congruent) with your professional identity. Next, you will use these perspectives to analyze your own current career decision-making. By using the theories’ foundational ideas, write on why you chose the career you did (to include previous careers as applicable). ***This paper should be 4.5-5.5 pages (not including title page or references) and contain a minimum of 3 peer-reviewed references.***
4. **Career Development Program:** Students will develop a career development program specific to one population and setting (e.g., for students of diverse backgrounds in an elementary school; for offenders in a correctional facility; for student athletes in higher education). ***Topics must be approved in advance by the instructor.*** Students will discuss the following components: (1) need for the program, (2) program objectives, (3) summary of the program, (4) resources needed to implement the program, (5) expected outcomes, and (6) methods of evaluation. Examples of such programs are provided in chapter nine of the required text. However, programs developed by students must possess significantly different content than the examples provided. ***This paper should be 2-4 pages (not including title page or references) and contain a minimum of 3 peer-reviewed references.*** Students will share a synopsis of their program to the class via a discussion board, and students will provide feedback to at least 2 of their peers.
5. **Study Questions:** Throughout the semester, students will create and submit study questions from the textbook and course content. Students will create 3 multiple choice questions on 3 weeks throughout the semester. For each question, students will provide a multiple-choice question with multiple choice answers, an indication of what the correct answer is (bolded or highlighted), and the specific chapter ***AND*** page number that the question came from. At the end of the semester, the professor will compile all questions submitted from all sections of this course and will provide a comprehensive study guide to students for later use in preparation for counseling comprehensive exams.

**GRADING:**

**Assignments Maximum Points**

Quizzes (3 x 15 points each) 45

Final Exam 50

Career Conversations 30

Career Assessments 15

Career Theory Self-Assessment 50

Career Development Program Paper 40

Career Development Program Post and Responses 10

Study Questions (3 x 10 points each) 30

**Total 270 points**

**Grading Scale:**

A: 243–470 B: 216–242 C: 189–215 D: 162–214 F: 161 and below

**COURSE SCHEDULE:**

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| --- | --- | --- | --- |
| **Week** | **CACREP Standard** | **Content** | **Assignments &****Readings Due** |
| **Week 1**8/19 – 8/25  | 3.D.2. | Overview of course and introduction to career development | Chapter 1 |
| **Week 2**8/26 – 9/1 | 3.D.12. | Ethical considerations in career counseling | Chapter 15 |
| **Week 3**9/2 – 9/8 | 3.D.1; 3.D.2; 3.D.4 | Theories of career development | Chapters 23 study questions |
| **Week 4**9/9 – 9/15 | 3.D.1; 3.D.2; 3.D.4 | Recent theories of career development | Chapter 3Quiz 1 (Ch. 1-3 & 15) |
| **Week 5**9/16 – 9/22 | 3.D.7; 3.D.8; 3.D.11; 3.D.12 | Culturally competent career interventions | Chapter 4 |
| **Week 6**9/23 – 9/29 | 3.D.2; 3.D.5; 3.D.9. | Career counseling strategies and techniques | Chapter 8; Tang et al. (2021)Career Conversations |
| **Week 7**9/30 – 10/6 | 3.D.5 | Assessment and career planning | Chapter 5; Lukman et al. (2021)Quiz 2 (Ch. 4-5 & 8) |
| **Week 8**10/7 – 10/13 | 3.D.6; 3.D.9; V.H.2. | Career development interventions in elementary and middle schools | Chapter 10-11; Ayriza et al. (2020)3 study questions |
| **Week 9**10/14 – 10/20 | 3.D.6; 3.D.9.; V.H.2. | Career development interventions in high schools | Chapter 12Career Assessments |
| **Week 10**10/21 – 10/27 | 3.D.6.; 3.D.9.; 3.D.10. | Career development interventions in higher education | Chapter 13Career Assessments Discussion Post and Responses |
| **Week 11**10/28 – 11/3 | 3.D.6; 3.D.9.; 3.D.10. | Career development interventions in community settings | Chapter 14Quiz 3 (Ch. 10-13) |
| **Week 12**11/4 – 11/10 | 3.D.3 | Career information and resources | Chapter 6Career Theory Self-Assessment |
| **Week 13**11/11 – 11/17 | 3.D.3; 3.D.5 | Using technology in career counseling | Chapter 73 study questions |
| **Week 14**11/18 – 11/24 | 3.D.5; 3.D.6; 3.D.9. | Designing, implementing, and evaluating career development programs and services | Chapter 9Career Development Project PaperCareer Development Project Discussion Post |
| **Week 15**12/2 – 12/8 |  | Class Wrap Up & Final Exam | Career Development Project Peer ResponsesFinal Exam |

## COURSE POLICIES:

1. **Class Attendance:** This is an asynchronous course, so students are expected to keep up with readings, assignments, and review recorded lectures on a weekly basis.
2. **Readings and Participation:** Students are expected to review recorded lectures having read *in advance* the materials required for each week. Class participation in assignments and discussion boards are an integral aspect of the course and is expected of all students.
3. **Quizzes/Exams:** Students will take three mandatory quizzes and a final exam on Canvas. Each quiz and final exam will be time limited. Students are expected to work individually on quizzes and the exam and are not permitted to share responses. Students may use their textbooks and other materials. *Late quizzes will not be accepted.*
4. **Assignment Format:** Written reports will be submitted to the instructor **in accordance with APA 7th ed. formatting** via Canvas. Additional guidance and format requirements may be given for specific assignments.
5. **Assignment Due Dates and Submission Policy:** All assignments, unless otherwise specifically stated in the syllabus, are to be submitted electronically via Canvas on the assigned date by 11:59 pm CST. Due to the nature of this assignment submission policy, there will be no excuse tolerated for late assignments nor will make-up work be allowed with the exception of extenuating circumstances that will be considered at the instructor’s discretion. Please see the following sections for further clarification.

If Canvas is not working for unexpected reasons, students may email assignments directly to the instructor. However, the email must be received by the time/date set on Canvas to receive credit. **Auburn University email must be utilized for all email communication with instructor.**

1. **Late Work:** No assignments will be accepted late or allowed to be made-up except in the case of emergencies with proper documentation or if previous arrangements have been made with the instructor. No assignment will be accepted for grading past the due date.
2. **Accommodations Statement:** Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.
3. **Diversity Statement:** A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic work, clinical practice, and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

1. **Policy Related to the use of AI for Classroom Assignments:** The Counselor Education Program (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Appendix A**

**Career Conversations: Possible Interview Questions**

* Tell me something about your work experiences, paid or unpaid.
* What aspect of your current job do you enjoy, or not enjoy?
* Are there others who work with you? Tell me something about how you work together.
* What are your relationships with others at work like?
* How do most people you know decide what sort of work they will do?
* Did you (or do you) have a choice about the type of work you do?
* Who influences your “choice”?
* What help, if any, did you get in choosing?
* Do you have a work path you would like to pursue, if you had the choice or opportunity?
* What supports might (or could have) help you move toward this path?
* What barriers would (or did) prevent you from moving on this path you want/wanted?
* How has your family influenced your work path?
* How does where you live influence the type of work available to you?
* How does your social class influence the type of work available to you?
* How have your values influenced your choices/options?
* How has your religion influenced your choices/options?
* How has your gender influenced your choices/options?
* How has your age influenced your choices/options?
* How has the social-political contest influenced your choices/options?
* How has your cultural/ethnic background influenced your choices/options?