**COUN 7230**

Career Development and Vocational Appraisal –Monday (Section 1)

**Department of Special Education, Rehabilitation, and Counseling/ School Psychology**

**College of Education**

Instructors’ Information:

**Jenna Silverman, Ph.D.**

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Office Hours:

**By appointment only**

**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number: COUN 7230**

**Course Title: Career Development & Vocational Appraisal**

**Credits: 3 semester hours**

**Prerequisites: FOUN 7100 or COUN 7200**

**Instructor: Jenna Silverman & Kacey Wilson, Student Counseling Services, jrs0028@auburn.edu, wilsok@auburn.edu, 844-5123**

**Room: HC3124**

**2. Date Syllabus Prepared:** May 2010

**3. Text or Major Resources:**

**Required:**

* Swanson, J. L., & Fouad, N. A. (2009). Career theory and practice: Learning through case studies. Thousand Oaks, CA: Sage.
* Other reading as assigned including:
  + National Career Development Association. (2007) *Code of ethics.* Retrieved from [www.ncda.org/pdf/code\_of\_ethicsmay-2007.pdf](http://www.ncda.org/pdf/code_of_ethicsmay-2007.pdf) (The Code is also published as Appendix B in your textbook.)

**4. Course Description:** Study of career development theories, assessment, and counseling.

**5. Course Objectives:** The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals.

**At the end of the course, students will:**

a. Be familiar with the major theories of career development and the linkages between career development theory, career assessment, and career counseling.

b. Be familiar with some instruments associated with these theories.

c. Be able to use on-line resources to facilitate career assessment and counseling.

d. Be aware of the role of diversity in career development, career assessment, and career counseling.

e. Be able to identify the ethical issues inherent in the application and implementation of career development theory, assessment, and counseling.

f. Be able to critically evaluate and utilize career-related research literature.

**6. Course Requirements/Evaluation:**

Class Requirements

1. All written work requires the use of APA style.

2. All written material must be handed in hardcopy and submitted to us in electronic form (Word).

3. **Quizzes** at the beginning of most class periods (see class schedule). The quizzes will cover the assigned reading material for that class, as well as material previously covered (class discussion, reading, lectures, notes, class presentations, etc). These quizzes will contain no more than 10 questions each. Make-ups will be given only for university approved and documented excuses. Please do not ask for exceptions. You will be allowed to drop your lowest quiz grade.

4. **Career Self Statement**. Provide a two page, typed, double spaced summary of your own career development process. This assignment will be used by your partner, along with a your career assessment measures results and a 30-minute in class interview, in developing a career assessment report. A copy will be submitted to the instructors as well as your class partner. **Due at the beginning of class on June 21.**

5. **Research article presentations**. For this assignment, the class will be divided into groups of three. Each group will be responsible for selecting a research article from a peer-reviewed journal (e.g., from databases such as PsycINFO, PsycARTICLES, EBSCO,etc.). This article should focus on cultural/diversity factors as they relate to career development, assessment, and/or counseling. Each group will be expected to present a summary of the article (in their own words) as well as a critical evaluation of the article’s implications for career counseling issues. An example of an article will be provided in the class the previous week as well as a copy of the grading rubric. The presentations should be 20 minutes long and five minutes at the end of each presentation will be allotted for discussion and questions from classmates and instructors. **Class presentations will be during the June 28 class.**

6. **Career assessment report** focusing on a person in the class. This will be done using randomly assigned dyads. You will use a career self statement by the other person data from a 30-minute interview completed in class on June 21, and data from the five assessment instruments. You are required to write a 5-page report. An example report will be provided by the instructors. Although this assignment has been found to be very helpful in the past if you believe that this exercise in some way violates your privacy, feel free to request an alternative assignment. Please make any such request not later than the second class period. **Career assignment report will be due at the beginning of class on August 2.**

Evaluation Possible Points

Quizzes (with lowest grade dropped) 50 Points

Research article presentation 60 Points

Career counseling assessment report 75 Points

Career self-statement 15 Points

Cumulative final exam 100 Points

TOTAL POSSIBLE POINTS: 300

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: Below 60%

**7. Class Policy Statements:**

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + - Engage in responsible and ethical professional practices
    - Contribute to collaborative learning communities
    - Demonstrate a commitment to diversity
    - Model and nurture intellectual vitality

We encourage you to make an appointment and come and talk to us if you have questions or concerns about the course or your performance in it. If you would like an appointment, please call either Dr. Wilson or Dr. Silverman to schedule an appointment You may also contact us via e-mail (see addresses above).

Class participation is important for your own learning, as well as for the learning of your fellow classmates. You will get more out of class if you actively participate. By actively participating, you are able to share your ideas with others, receive feedback both from the class and from us about your ideas, etc. Please make an appointment and come see us if you feel there is anything preventing you from actively participating in class discussion.

**8. Course Content** **and Schedule:**

Date Class Focus and Assignment

**MAY 24**:

* Class organization
  + Questions from you about the class
  + Plagiarism
  + The importance of class participation
* Purpose of course
  + Why careers and jobs are important
  + Some factors common to most theories
  + Career development, vocational/career assessment, career counseling.
  + Importance of diversity
* Class activity
* For next class meeting: Read Chapters 1, 2, 3, and 4 of text.

**MAY 31**: **Memorial Day-No class**

**JUNE 7**:

* Quiz
* Case study: Leslie
* Gender aware & feminist approaches
* Class activity
* Guest Speaker: Darlene Smith
* For next week: Take five vocational instruments (Strong, MBTI, Type Focus, Discover, Focus) this coming week. There is a $15 charge to take the Strong and a $15 charge to take the MBTI. The other assessments are free. **Take by Friday, June 11.** Go to website for Auburn Career Development **(**[**www.auburn.edu/career**](http://www.auburn.edu/career)). Click on Choose a major/career path and then click on “assessment.” This will take you to the page that lists each of the five instruments. There is a code for “Type Focus” which we will give you in class. The “keycode” for Focus is listed. A userid must be requested for Discover and they will email it to you. Don’t worry about the part that asks you to sign up for a group interpretation.
  + Read Chapter 6 of text (Holland).
  + Draw number for ethical vignettes to discuss for next class

**JUNE 14**:

* Quiz.
* Use of assessment in career counseling
* Discussion of Holland.
* Group interpretation of instruments which you took this past week. **To repeat, complete instruments by June 11.**
* Class activity
* For next week: Read Chapter 5 of text (Culturally appropriate career counseling)
  + Read NCDA Ethics Code.
  + **Write Career Self Statements to submit on June 21.**

**JUNE 21**:

* Quiz.
* Discussion of cultural factors & ethical issues in career assessment and counseling
* Guest speaker:
* Career assessment interviews with partner in class.
* Discussion of next week’s research article presentations
* For next week: Read Chapter 7 of text (Theory of Work Adjustment)
  + **Prepare research article presentations**

**JUNE 28**:

* Quiz.
* **Research article presentations**.
* Discussion on Theory of Work Adjustment
* For next class meeting: Read Chapter 8 of text (Super).

**JULY 5**: **Fourth of July Holiday-No Class**

**JULY 12**:

* Quiz.
* Discussion of Super
* Guest speaker:
* For next week: Read chapter 9 of (Gottfredson) and Gender and Career Issues.

**JULY 19**:

* Quiz.
* Discussion of Gottfredson and Gender and Career Issues
* Guest speaker:
* For next week: Read Chapter 10 (Social Cognitive Career Theory) and Chapter 11 (Summary and Integration) of text

**JULY 26**:

* Quiz.
* Discussion of Social Cognitive Career Theory and summary of class

**AUGUST 2**:

* **Career assessment report.**
* Final Exam