**AUBURN UNIVERSITY**

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

**SYLLABUS**

**Summer Semester 2012**

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| **Course #:** | **COUN 7230** |
| **Course Title:** | **Career Development and Vocational Appraisal** |
| Credit Hours: | 3 credit hours |
| Co/Prerequisites: | None |
| Corequisites: | None |
| Date Syllabus Prepared: | May 2012 |

**Instructor:** Melanie M. Scherer Iarussi, Ph.D., LPC

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Office Hours: Monday and Wednesday 2-4pm

**Texts:**

***Required:***

Niles, S. G., & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century* (4th ed.). Upper Saddle River, NJ: Pearson.

***Recommended:***

Bolles, R. N. (2011). *What color is your parachute? 2011: A practical manual for job-hunters and career*

*changers (39th ed.)* Berkley, CA: Ten Speed Press.

Baumberger, J. P., Harper, R. E., & American School Counselor Association, W. C. (2006). *Assisting students with disabilities. A handbook for school counselors*. Corwin Press.

**Supplemental Articles:**

Constantine, M. G., Kindaichi, M. M., & Miville, M. L. (2007). Factors influencing the educational and vocational transitions of Black and Latino high school students. *Professional School Counseling, 10*(3), 261-265.

Edwards, N. N., Beverly, M. G., & Alexander-Snow, M. (2011). Troubling success: Interviews with Black female faculty. *Florida Journal of Educational Administration & Policy, 5*(1), 14-27.

Grier-Reed, T., & Ganuza, Z. M. (2011). Constructivism and career decision self-efficacy for Asian Americans and African Americans. *Journal of Counseling and Development, 89,* 200-205.

Hennessey, M. L., Roessler, R., Cook, B., Unger, D., & Rumrill, P. (2009). Employment and career development concerns of postsecondary students with disabilities: Service and policy implications. *Journal of Postsecondary Education and Disability, 19*(1), 39-55.

Johnson, C. D., & Eby, L. T. (2011). Evaluating career success of African American males: It’s what you know and who you are that matters.  *Journal of Vocational Behavior, 79,* 699-709.

Rojewski, J. W., Lee, I. H., & Gemici, S. (2012). Developmental patterns of occupational aspirations in adolescents with high-incidence disabilities. *Council for Exceptional Children, 78*(2), 157-179.

**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, thankfully because such a practice has existed for centuries in all kinds of cultures. Using state-of-the-art technologies and psychometrically-sound appraisal instruments, career counselors continue to pursue the complex challenge of helping people meet the challenge of finding 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 the mid-term and final examinations, students will demonstrate knowledge of:

1. Career development theories and decision-making models (CACREP II.G.4.a.)
2. Career, avocational, educational, occupational and labor market information resources, and career systems (CACREP II.G.4.b.)
3. Career development program planning, organization, implementation, administration, and evaluation (CACREP II.G.4.c.)
4. Interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development (CACREP II.G.4.d.)
5. Career and educational planning, placement, follow-up, and evaluation (CACREP II.G.4.e.)
6. Assessment instruments and techniques relevant to career planning and decision making (CACREP II.G.4.f.)
7. Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy (CACREP II.G.4.g.)

**Course Requirements:**

1. **Readings.** Students are expected to read the required textbook, assigned articles, and handouts.
2. **Class attendance and participation.**Students are expected to attend class and to be on time for class meetings. Students are expected to prepare for class and to participate in class activities and discussions. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one excused absence (i.e., the instructor is notified). Additional absences will result in a 10 pt. deduction from your overall grade.
3. **Exams.** Students will take a Midterm and a Final exam.
4. **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 2-3 page reflection on what they have learned about the nature of work and its impact on individuals through conducting these interviews.
5. **Genogram.** Students will complete a genogram of the careers held by at least three generations of their family members. Students will then write a paper (3+ pages) that summarizes the genogram and includes any insights and/or observations they have regarding their families’ careers.
6. **Career assessments.** Students will complete the Self-Directed Search either on paper or online (<http://www.self-directed-search.com>, $4.95) and locate their code in the occupations finder. Students will also go the AU Career Center website (<http://www.auburn.edu/career/assessments/>) and complete either the TypeFocus (free) or the Strong Interest Inventory ($30). Students will write a paper following completion of the assessments noting their experience of taking the assessments, the results of the assessments, and then potential next steps that might be helpful following the assessments. Students will also note the implications of such assessments in their work with clients.
7. **Group project.** In small groups, students will develop a career development program. The program will be 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 a college environment) as determined by the group members and approved by the instructor. Programs developed must include the following components: Need for the program, program objectives, summary of the program, resources needed to implement the program, expected outcomes, and methods of evaluation. Examples of such programs are provided in chapter nine of the required text. However, programs developed by student groups must possess significantly different content than the examples provided. No fewer that three outside sources must be used and cited in the presentation, and a reference list must be provided in APA 6th ed. format. Group members will present their program to the class (approximately 30 minute presentation) and provide a hard copy of the presentation to the instructor.

**Grading and Evaluation:**

**Assignment Point value**

Midterm Exam 50

Final Exam 50

Career Conversations 30

Genogram 20

Career Assessments 25

Group Project 50

**Total 225 points**

The following scale will be used:

90-100% = A

80-89.9% = B

70-79.9% = C

60-69.9% = D

Below 60% = F

**Class Policy Statements:**

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. 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:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality
8. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**

**Course Schedule:**

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| **Class** | **Date** | **Content** | **Readings/Assignment** |
| 1 | 5/21/12 | Introduction and overview of course  Introduction to career development Ethical considerations in career counseling | Ch. 1 & 14 |
| 2 | 5/23/12 | Theories of career development | Ch. 2 & 3 |
| 3 | 5/28/12 | **Memorial Day – No Class** |  |
| 4 | 5/30/12 | Theories of career development  Culturally appropriate career interventions | Ch. 3 & 4  Savickas (2011)  **Career Conversation due** |
| 5 | 6/4/12 | Assessment and career planning | Ch. 5  Supplemental article reading for group discussion  **Genogram due** |
| 6 | 6/6/12 | **Midterm**  Career information and resources  Using technology in career counseling | Ch. 6 & 7 |
| 7 | 6/11/12 | Career counseling strategies and techniques  Career with elementary and middle school clients | Ch. 8, 10 & 11  **Career assessments due** |
| 8 | 6/13/12 | Career in higher education and community settings | Ch. 12 & 13 |
| 9 | 6/18/12 | Career Programs and Services | Ch. 9  **Group Projects due** |
| 10 | 6/20/12 | **Final exam** |  |

**Justification for Graduate Credit:**

This course includes advanced content crisis intervention. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**SYLLABUS DISCLAIMER:**

Due to the nature of this course, the instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students.  In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

Appendix A

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 other 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 the 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 context influenced your choices/options?
* How has your cultural, ethnic background influenced your choices/options?