***Course Syllabus***

***Auburn University***

***Department of Education, Rehabilitation, and Counseling***

***\*Syllabus prepared May 2015\****

Course: COUN 7230: Career Development and Vocational Appraisal

Term: Summer 2015

Credit Hours: 3

Pre-requisites/Co-requisites: None

Instructor Contact Information:

Name: Dr. Joeleen Cooper-Bhatia; Courtney East; Erica Stallings

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Office: Student Counseling Services, 400 Lem Morrison Dr., Suite 2086, Med Clinic Building

Office Hours: Wednesdays at 3 pm and by appointment

**COURSE MATERIALS:**

* Required Textbook: Niles, S.G. & Harris-Bowlsbey, J. (2013). Career development interventions in the 21st century (4th ed.). Upper Saddle River, NJ: Pearson
* Required Articles (All available in Canvas Files and also available online in full-text through AU library):
	+ Ohler, D.L., & Levinson, E.M. (2012). Using Holland’s theory in employment counseling: Focus on service occupations. *Journal of Employment Counseling, 49,* 148-159.
	+ Grier-Reed, T., & Ganuza, Z. M. (2011). Constructivism and career decision self-efficacy for Asian Americans and African Americans. *Journal of Counseling & Development, 89*, 200-205.
	+ Savickas, M. L. (2011). Constructing careers: Actor, agent, and author. *Journal of Employment Counseling, 48,* 179-181.
* Self-Directed Search: Students will also be asked to complete the Self-Directed Search on-line at [www.self-directed-search.com](http://www.self-directed-search.com). The cost of completion is $9.95.

**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 and Participation: Students are expected to come prepared to class having read *in advance* the materials required for each class meeting. Class participation is an integral aspect of the course and is expected of all students.
2. Discussion Questions: Prior to each class meeting between 5/27/15 and 6/24/15, students will upload three questions/comments about the readings and general topic area being discussed in class that day. These questions should be uploaded to Canvas prior to the start of class in order to receive credit, and late submissions will not be accepted. Students are also asked to bring copies of their discussion questions to class in order to facilitate large and small group discussions.
3. 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 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.
4. Self-Directed Search: Students will complete the Self-Directed Search (SDS) on-line at [www.self-directed-search.com](http://www.self-directed-search.com). Students will be asked to upload a copy of the report they receive after finishing the SDS as proof of completion. Following completion, students will write a 3-4 page paper about their experience taking the assessment, its results, and potential next steps that might be useful following the assessment. Students will also discuss their opinion about the potential usefulness of the SDS in their work with clients.
5. 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 higher education) as determined by the group members and approved by the instructor. Programs developed must include the following components: 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. Students will be asked to complete a Group Preference Questionnaire via Canvas in order to make group assignments. Group members will present their program to the class and upload the presentation to Canvas prior to the start of class. Students will be given the opportunity to provide feedback about each group member’s contribution to the project for instructor consideration in grading.
6. Final Exam: Students will be asked to take a final exam through Canvas on the last day of class. The exam will be time-limited and students are expected to work individually on their exams and are not permitted to share responses with classmates. Students may use their textbooks and any other relevant course materials to answer the questions.

**GRADING AND EVALUATION:**

Discussion questions 5/27 10 points

Discussion questions 6/3 10 points

Discussion questions 6/10 10 points

Discussion questions 6/17 10 points

Discussion questions 6/23 10 points

Career Conversation 1 35 points

Career Conversation 2 35 points

SDS Paper 30 points

Group Project 75 points

Final Exam 75 points

­­­Total 300 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 POLICIES:**

1. Attendance: Students are expected to attend class and to be on time for class meetings. Should students need to be absent or tardy for any reason, the course instructor must be notified in advance before the class meeting in question. Students are allotted one unexcused absence for the semester. Each additional absence will result in a 10-point deduction from the student’s overall grade. If a students are late for class meetings, they will be considered absent unless they have discussed this in advance with the instructor. Students will be held responsible for any content covered in the event of an absence.
2. Assignment guidelines: All written assignments for this course are to be submitted via Canvas. Assignments must be submitted by the start of the class period (4 pm, Central Time) on which they are due. The only exception to this will be the Final Exam, which students will be allowed to complete by 11:59 pm on the due date. Late assignments will not be accepted unless approved by the instructor. All papers for the course should be written according to APA Style, 6th edition. Details for assignments, including more detailed expectations and grading rubrics will be included on Canvas.
3. 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.
4. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
5. Make-Up Policy: Arrangement to make up a missed major examination 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.
6. 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.
7. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).
8. 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.
9. 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
10. 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.**

**JUSTIFICATION FOR GRADUATE CREDIT:**

This course includes advanced content regarding career development and 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.

**COURSE SCHEDULE:**

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| **Class** | **Date** | **Content** | **Readings/Assignment**  |
| 1 | 5/20/15 | Introduction and overview of course Introduction to career development  | Ch. 1 |
| 2 | 5/27/15 | Theories of career development | Ch. 2Ohler & Levinson (2012)**Discussion Questions****Group Preference Questionnaire** |
| 3 | 6/3/15 | Recent theories of career development  | Ch. 3Savickas (2011)**Discussion Questions** |
| 4 | 6/10/15 | Culturally competent career interventions | Ch. 4Grier-Reed & Ganuza (2011)**Discussion Questions****SDS Paper**  |
| 5 | 6/17/15 | Ethical issues in career counseling | Ch. 14Appendix A**Discussion Questions** |
| 6 | 6/24/15 | Assessment and career counselingCareer information and resources | Ch. 5, Ch. 6**Discussion Questions****Career Conversation 1** |
| 7 | 7/1/15 | Using technology in career counseling Techniques for the 21st century | Ch. 7, Ch. 8**Group Presentations** |
| 8 | 7/8/15 | Career development in elementary and high schoolsCareer development in middle and high schools | Ch. 10, Ch. 11**Group Presentations** |
| 9 | 7/15/15 | Career development in higher educationCareer development in community  | Ch. 12, Ch. 13**Group Presentations****Career Conversation 2** |
| 10 | 7/22/15 | **Final exam** |  |