**AUBURN UNIVERSITY**

**SYLLABUS**

**Summer 2020**

**Course Number:** COUN 7230 (02)

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

**Credit Hours:** 3 credit hours

**Prerequisites:** None

**Class Time:** Wednesday 11:00 AM – 2:45 PM

**Date Syllabus Prepared:** Revised May 2017; Revised May 2020

**Instructor:** Han Na Suh, Ph.D.

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**Office Hours:** By appointment (request via email)

**Course Description:**

This graduate-level 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. A broad range of career theories, such as traditional matching persons with jobs to recently developed multicultural and justice-oriented career counseling theories will be discussed. Special attention will be devoted to the group who may be most impacted under the pandemic and ways to provide proper career guidance to the clients. Choosing the appropriate instruments/assessments to guide career counseling process is crucial (career-choice to career satisfaction), to help clients find creative ways to pursue their career and blend and balance these pursuits with other primary tasks of life. Thus, this course will introduce students to some of the available career assessments, appropriate usage of assessments, which the students will discuss its applicability in their interest area and target population.

**Required Textbook (e-book @ AU library):**

Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2014). *Career counseling: Holism, diversity, and strengths* (4th ed.). John Wiley & Sons.

**Recommended Textbook (e-book @ AU library):**

Brown, S. & Lent, R. (2013). *Career development and counseling: Putting theory and research to work* (2nd ed.). Hoboken, John Wiley & Sons.

Michel, R. E., Degges-White, S., & Killiam, W.K. (2016). Career Counseling Interventions: Practice with Diverse Clients. Springer Publishing Company.

**Reading Articles:**

Bryson, A., & MacKerron, G. (2017). Are you happy while you work? Center for Economic Performance, London School of Economics and Political Science. Retrieved from http://eprints.lse.ac.uk/48924/

Blustein, D. L., Kozan, S., & Connors-Kellgren, A. (2013). Unemployment and underemployment: A narrative analysis about loss. *Journal of Vocational Behavior, 82*, 256-265.

Dispenza, F., Brennaman, C., Harper, L. S., Harrigan, M. A., Chastain, T. E., & Procter, J. E. (2019). Career development of sexual and gender minority persons living with disabilities. *The Counseling Psychologist*, *47*, 1, 98-128.

Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. (2016). The psychology of working. *Journal of Counseling Psychology*.

Greenleaf, A. T. (2014). Making the best of a bad situation: Career Counseling young adults in the aftermath of the great recession. *Journal of Employment Counseling, 51*, 4, 158-169.

Hardin, E. E., & Donaldson J. R. (2014). Predicting job satisfaction: A new perspective on person-environment fit. *Journal of Counseling Psychology, 61*, 4, 634-640.

Hees, C. K., Rottinghaus, P. J., Briddick, W. C., & Conrath, J. A. (2012). Work‐to‐School transitions in the age of the displaced worker: A psychology of working perspective. *The Career Development Quarterly*, *60*, 4, 333-342.

Rojewski, J. W., Lee, I. H., & Gregg, N. (2012). Development patterns of occupational aspirations in adolescents with high incident disabilities. *Council for Exceptional Children, 78,* 157-179.

Savickas, M. L. (2011). Constructing careers: Actor, agent, and author. *Journal of Employment Counseling, 48,* 179-181.

Storlie, C. A., Hilton, T. L., Duenyas, D., Archer, R., & Glavin, K. (2018). Career narratives of African American female college students: Insights for college counselors. *Journal of College Counseling, 21*, 1, 29-42.

Wöhrmann, A. M. Deller, Jürgen, & Wang, M. (2014). Postretirement Career Planning: Testing a model based on Social Cognitive Career Theory. *Journal of Career Development, 41*, 5, 363-381.

My Career Story Workbook: <http://www.vocopher.com/CSI/CCI_workbook.pdf>

Self-Directed Search: <https://www.truity.com/test/holland-code-career-test>

**Course Objectives:**

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

1. Theories and models of career development, counseling and decision making (CACREP II.F.4.a)
2. Approaches for conceptualizing the interrelationships among and between work, mental well being, relationships and other life roles and factors (CACREP II.F.4.b)
3. Processes for identifying and using career, vocational, educational, occupational and labor marker information resources, technology and information systems (CACPRE II.F.4.c)
4. Approaches for assessing the conditions of the work environment on clients’ life experiences (CACREP II.F.4.d)
5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP II.F.4.e)
6. Strategies for career development program planning, organization, implementation, administration and evaluation (CACREP II.F.4.f)
7. Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (CACREP II.F.4.g)
8. Strategies for facilitating client skill development for career, educational and lifework planning and management (CACREP II.F.4.h)
9. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP II.F.4.i)
10. Ethical and culturally relevant strategies for addressing career development (CACREP II.F.4.j)
11. Models of P-12 comprehensive career development (CACREP V.G.1.c)
12. Use of developmentally appropriate career counseling interventions and assessments (CACREP V.G.3.e)

**Course Requirements:**

1. **Class attendance.**This class will be offered asynchronously. Students should check the **weekly class documents that will be uploaded during the class time (Wednesdays 11:00AM)** and provide their discussion points on the discussion board (please refer to the Weekly Discussion section below, on how to post your discussion points). Students’ active participation through discussion board is expected.

**\*\* Course Access:** If you are experiencing any technical difficulties, please email Auburn IT (<http://www.auburn.edu/oit/chat.php>).

1. **Introduction (20pts):** Given this course is structured to utilize online format, it is important that we build a community to foster a group-learning environment. Each student will write a brief introduction about (a) who they are, (b) what brought them to the course, (c) what they hope to gain from the course, and (d) any fears or concerns they may have around taking this course. Additionally, provide (e) any self-care strategies you engage in during this time and (f) two truths and one lie about yourself. **Introduction and replies should be posted to the Discussion board on Canvas by May 21st 11:59pm.**
2. **Weekly Discussion (each 20pts)**: Starting from second week of the semester, students are expected to read the weekly class document and reading materials and post their brief discussion points to the Discussion board on Canvas **(15pts)**. These discussion points/reactions/reflections should be referenced to the weekly materials and it would NOT be a summary of the information but rather original ideas, personal and professional reflections. Reflection could include discussing about following questions:

* Issues, puzzles, dilemmas and conundrums raised in this set of readings
* Found most interesting, along with reasoning (personal/professional)
* Potentially applicable to your own interest area or target group (e.g., adolescents, college students, people with disability) and any caution in doing so
* Ways the readings in the week support, build on or contradict one another
* Any connection between the readings in this topic, to earlier readings in the course
* Any burning research or practice questions that need to be answered and what would be possible ways to conduct the research

Another portion to this assignment includes responses to another person’s post. Students are asked to **reply to other students’ post, at least 2 of them, weekly (5pts)**. These responses also need to be referenced by the reading materials. Students could refute or agree with the posts when replying, while students need to make sure the agreements and/or arguments are supported by the reading materials. Also, if someone’s post has already received multiple responses, please consider responding to another classmate’s post that has not been responded to yet. While, you are welcome to post as many responses as you would like to.

**Both weekly reflections and response to other students’ posts are due** **on every Fridays 11:59pm on Canvas.** Please refer to grading rubrics available on Canvas.

1. **Assessment Reflection (each 50pts).** Students are asked to complete total of two self-assessment instruments, included in the Career Assessments document, excluding SDS and My Career Story Workbook. **As for the each due date of this assignment, refer to the course schedule below.** In response to these assessments, students will write a 2-page reflection that addresses the following areas:
   1. What is the reason for you to choose the assessment (e.g., your personal interest in this construct, appropriate assessment for your population of interest). (10pts)
   2. Brief description on the psychometrics properties of this assessment, if reported. What are some concerns of using this assessment and what are some things you need to take caution when using in career counseling (especially if not standardized and not validated)? (20pts)
   3. How accurate do you think the results of this assessment are, based on your self-assessment? In other words, what aspects of your results do you think best describe you and what areas are inaccurate? (10pts)
   4. What are the potential next helpful steps, following this assessment results? What are some ways that professional counselor facilitate the steps through career counseling (any strategies or interventions)? (10pts)
2. **Career conversations (each 50pts)**. Students will interview **two people** from different social-cultural-economic groups about their views, beliefs, and understanding of work in their lives. Students are welcome to use the provided questions (see Appendix A) to guide the interviews and may adapt these questions and/or devise their own questions based on the career theory of their choice. Students will write a 2-3 page of (a) summary of each interview with (b) reflections on what they have learned about the nature of work and its impact on individuals through conducting these interviews. Each interview should be longer than 15 minutes long (indicate the start and end time of the interview in your interview report).

Students need to make sure with the interviewees that these interviews are not counseling session, rather a dialogue. You do not need to record the interview while if you do, make sure to have the informed consent from the participant that includes information such as confidentiality and how the recording will be securely saved and destructed. **As for the each due date of this assignment, refer to the course schedule below.** Please refer to the grading rubrics available on Canvas.

1. **Career Theory Self-Assessments (100pts).** Students are asked to complete (a) the Self-Directed Search (<https://www.truity.com/test/holland-code-career-test>, free version) and (b) the My Career Story Workbook. Students will be asked to upload a copy of the report on SDS and the My Career Story Workbook, after they finish the assessment. Following completion, students will write a 3-4 page paper about their experience taking these assessments, the results of the assessments, along with career planning, starting with potential next step, following the assessments. Students will also note the implications of such assessments in their work with clients. **Career Theory Self-Assessment is due by July 15th at 11:59PM on Canvas.** Please refer to the grading rubrics available on Canvas.

**Grading and Evaluation:**

**Assignment Point value**

Introduction 20

Reading & Participation 180

Assessment Reflection 100

Career Conversations 100

Career Theory Self-Assessments 100

**Total 500 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. 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. 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.
4. Make-Up Policy: Arrangement to make up the final due to a properly authorized excused absence must be initiated by the student within one week of the end of the period of the excused absence. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
5. 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.
6. 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).
7. Course contingency: If normal class and/or 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.
8. 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
9. 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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| **Week** | **Date** | **Content** | **Readings/Assignment** |
| 1 | 5/20/20 | Introduction and overview of course  Introduction to career development: Life Career Development Perspective | Gysbers et al. Ch. 1 |
| 2 | 5/27/20 | Career Counseling Process | Gysbers et al. Chs. 8, 15, 16 |
| 3 | 6/3/20 | Diverse Career Counseling Theories | Gysbers et al., Ch. 2  Hardin & Donaldson (2014) |
| 4 | 6/10/20 | Career Counseling in the Context of Race and Class  Career Construction Theory | Gysbers et al., Ch. 3.  Savickas (2011)  Storlie et al. (2018)  **Career Conversations (1) due 11:59pm** |
| 5 | 6/17/20 | Empowering Life Choices: Gender and Sexual orientation | Gysbers et al., Chs. 4, 5  **Assessment (1) due 11:59pm** |
| 6 | 6/24/20 | Facilitating the Career Development of Individuals with Disabilities  Psychology of Working | Gysbers Ch. 6  Duffy et al. (2016)  Dispenza et al. (2019) |
| 7 | 7/1/20 | Identifying and Analyzing Life Career Themes & Life Career Assessment  Are you happy while you work? | Gysbers Chs. 9, 10  Bryson & MacKerron (2017) |
| 8 | 7/8/20 | Career Development in Diverse Age Groups  Social Cognitive Career Theory | Brown & Lent Ch. 17  Killam et al Chs. 8, 9  Wöhrmann et al. (2014)  **Career Conversations (2) due 11:59pm** |
| 9 | 7/15/20 | Career Counseling during Changes in the Workplace and Family Life  Career Counseling during Crisis | Gysbers Ch. 7  Greenleaf (2014)  Hees et al. (2012)  **Assessment (2) due 11:59pm**  **Career Assessment due 11:59pm** |
| 10 | 7/22/20 | Using Technology in Career Counseling  Career Counseling Closure | Gysbers Chs. 17, 18 |

***\* Above schedule is subject to change according to learning needs and/or unexpected events.***

**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**

**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 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?