# AUBURN UNIVERSITY

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

**Summer Semester 2023**

**Course #: COUN 7230**

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

Credit Hours: 3 credit hours

Co/Prerequisites: None

Corequisites: None

Date Syllabus Prepared: Revised 2019, Revised 2021, Revised 2022, Revised 2023

**Instructor:** Sarah Flint, PhD, LPC-S

**Email:** sam0058@auburn.edu

**Office:** 2016 Haley Center

## Required:

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

**Required Articles:** (All available in Canvas Files and also available online in full-text through AU library):

Ayriza, Y., Triyanto, A., Setiawati, F.A., & Gunawan, N.E. (2020). Exploring Children’s Career Interests and Knowledge Based on Holland’s Theory. *International Journal of Instruction, 13*(4), 643-662.

Lukman, S.M., Afdal, A., & Yusuf, A.M., (2021). Analysis of Student Career Maturity Using Holland’s Theory. *SCHOULID: Indonesian Journal of School Counseling, 6*(2), 73-80.

Tang, M., Montgomery, M.L.T., Collins, B., & Jenkins, K. (2021). Integrating Career and Mental Health Counseling: Necessity and Strategies. Journal of Employment Counseling, 58(1), 23-35.

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 ***$14.95.***

# 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 assignments and final examination, students will demonstrate knowledge of:

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, avocational, 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.** 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. **Each additional absence will result in a 10 pt. deduction from the student’s overall grade**.
2. **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.
3. **Quizzes/Exams.** Students will take three mandatory quizzes and a final exam on Canvas. Each quiz and the 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 course materials. *Late quizzes will not be accepted.*
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 combined 2-3 page reflection on what they have learned about the nature of work and its impact on individuals through conducting these interviews.
5. **Career assessments.** Students will complete the Self-Directed Search (http://www.self-directed- search.com, $14.95) and locate their code in the occupations finder. Students will be asked to upload a copy of the report they receive after finishing the SDS as proof of completion. Students will also go the AU Career Center website (<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). 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 then potential next steps that might be helpful following the assessments. Students will also have to respond to two other students’ discussion posts.
6. **Career Theory Self-Assessment**. The purpose of this assignment is to select and apply two career counseling theories to your own career narratives. Compare and contrast the two theories you’ve selected highlighting major differences and similarities. Speak to how these relate to your orientation as a counselor and what aspects of your professional identity are drawn to this. Explanation of how application might vary in cross cultural helping relationship will be included. At least 3 peer reviewed articles will be used to supplement this section. You will then use these perspectives to analyze your current career decision-making perspective and career goals. By using the theories’ foundational ideas write on why you chose the career you did (to include previous careers as applicable). The final product should be a thorough application of each theory to yourself as a ‘client’ along with a brief explanation of how these approaches can be applied in your setting (school, clinical, or rehabilitation). 5 Pages (not including title or references)
7. **Group project.** In small groups of 3, 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) and must get approval on their topic 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. *At least three outside sources must be used and* ***cited in the presentation***, *and a reference list must be provided in APA 7th ed. format*. Group members will present their program to the class (approximately 30 minute presentation) and upload the presentation to Canvas prior to the start of class.
8. **Study Questions**. Throughout the semester, students will create and submit study questions from the textbook and course content. This can be on that week’s assigned reading or on any other chapters from the textbook. 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.

(3 weeks x 10 pts each = 30 points total).

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| **Grading and Evaluation:**  **Assignment** | **Point value** |
| Quiz 1 | 15 |
| Quiz 2 | 15 |
| Quiz 3 | 15 |
| Final Exam | 50 |
| Career Conversations | 30 |
| Career Assessments | 15 |
| Career Theory Self-Assessment | 50 |

Group Project 50

Study Questions 30

**Total 270 points**

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| **Course Assignment** | **Points**  **Available** | **CACREP Standards** |
| Quizzes (3) | 15 each, 45 total | 2.F.4.a; 2.F.4.b; 2.F.4.c.;  2.F.4.d.; 2.F.4.e.; 2.F.4.f.;  2.F.4.g.; 2.F.4.h; 2.F.4.i;  2.F.4.j; V.G.1.c, V.G.3.e |
| Career Conversations | 30 | 2.F.4.d; 2.F.4.g |
| Career Assessments | 15 | 2.F.4.d; 2.F.4.i |
| Career Theory Self-Assessment | 50 | 2.F.4.d; 2.F.4.i |
| Group Project | 50 | 2.F.4.a; 2.F.4.b; 2.F.4.c.;  2.F.4.d.; 2.F.4.e.; 2.F.4.f.;  2.F.4.g.; 2.F.4.h; 2.F.4.i;  2.F.4.j, V.G.1.c, V.G.3.e |
| Final Exam | 50 |  |
| 3 Study Questions | 10 each, 30 total |  |

The following scale will be used:

90-100% = A

80-89.99% = B

70-79.99% = C

60-69.99% = D

Below 60% = F

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# 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** | **CACREP**  **Standard** | **Content** | **Readings/Assignment** |
| 1  May 17 | CACREP  II. F.4.a. | Introduction and overview of course  Introduction to career development |  |
| 2  May 24 | CACREP II.F.4.a;  II.F.4.j. | Ethical considerations in career counseling  Theories of career development | Ch. 1, 2, & 15  **3 Study Questions Due** |
| 3  May 31 | CACREP II.F.4.a | Recent theories of career development  *No class meeting – review recorded lecture on your own time* | Ch. 3  **Quiz 1 (Ch 1-3 & 15) due by midnight**  **Group Project Topic due by midnight** |
| 4  June 7 | CACREP II.F.4.e;  II.F.4.f;  II.F.4.g  II.F.4.h. | Culturally competent career interventions  Strategies and techniques | Ch. 4 & 8; Tang et al. (2021)  **Career Conversations due**  **3 Study Questions Due** |
| 5  June 14 | CACREP  II.F.4.d;  II.F.4.i  V.G.1.c,  V.G.3.e | Assessment and career planning | Ch. 5; Lukman et al. (2021)  **Quiz 2 (Ch 4-5 & 8) due**  **Career Assessments Due (have the assessments completed)** |

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| 6  June 21 | CACREP II.F.4.b; CACREP II.F.4.f  V.G.1.c,  V.G.3.e | Career development in elementary, middle, and high schools | Ch. 10 & 11  Ayriza et al. (2020)  **3 Study Questions Due** |
| 7  June 28 | CACREP II.F.4.b; CACREP II.F.4.f  V.G.1.c,  V.G.3.e | Career development in higher education and community settings | Ch. 12 & 13  **Quiz 3 due (Ch 10-13)** |
| 8  July 5 |  | No Class Meeting – Work Day | **Career Theory Self-Assessment Due by midnight on 7/5** |
| 9  July 12 | CACREP II.F.4.b; CACREP  II.F.4.f | Asynchronous Class – Lindsay Deal’s lecture to be posted for review  Career information and resources Using technology in career counseling  Designing, implementing, and evaluating career programs and services | Ch. 6, 7, & 9  ***\*\*Use Class Time to Finalize Group Presentations Next Week*** |
| 10  July 19 | CACREP II.F.4.c | Class Wrap Up & Final Exam Opens | **Group Presentations**  **Final Exam due by 7/26 by midnight** |
| July 26 |  | No Class Meeting | ***Practice some intentional self care before the fall semester starts!!*** |

\*\*All assignments are due by the start of class unless otherwise indicated.

**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, 2016). 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?