AUBURN UNIVERSITY

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

FALL 2025 SYLLABUS

Course Number: COUN 7230

Course Title: Career Development and Vocational Appraisal

Prerequisites: None

Credit Hours: 3 semester hours

Professor: Yuhyun Park, Ph.D. (yzp0037@auburn.edu)

Co-Instructor: Mallory Redmond, M.Ed. (mbr0027@auburn.edu)

Office: Room 3128 (appointment only)

Class Meeting: Wednesday 4:00pm – 6:50pm (For the asynchronous section, lectures will be recorded, transcribed, and made available online right after class)

Class Location: College of Education 1123

## 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; such a practice has existed for centuries across of cultures. Using state-of-the- art technologies and psychometrically-sound appraisal instruments, career counselors continue to pursue the complex challenge of helping people find 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 assignments and the final examination, students will demonstrate knowledge of:

1. theories and models of career development, counseling, and decision-making (CACREP III.D.1.)
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors (CACREP III.D.2.)
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems (CACREP III.D.3.)
4. approaches for assessing the conditions of the work environment on clients’ life experiences (CACREP III.D.4.)
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (CACREP III.D.5.)
6. career development program planning, organization, implementation, administration, and evaluation (CACREP III.D.6.)
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities (CACREP III.D.7.)
8. strategies for advocating for employment support for individuals facing barriers in the workplace (CACREP III.D.8.)
9. strategies for facilitating client skill development for career, educational, and lifework planning and management (CACREP III.D.9.)
10. career and postsecondary training readiness and educational decision-making (CACREP III.D.10.)
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups (CACREP III.D.11.)
12. ethical and legal issues relevant to career development and career counseling (CACREP III.D.12.)
13. models of PK-12 comprehensive career development (CACREP V.H.2.)

## REQUIRED TEXTBOOK:

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

Additional required readings will be posted on Canvas.

## ASSIGNMENTS:

1. **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.
2. **Career Assessment:**
	1. Students will complete the **CareerExplorer assessment**, which can be accessed at <https://www.careerexplorer.com>. Students will be asked to upload a copy of the reports (trait report & personality report) they receive after finishing the assessment as proof of completion. ***The cost of completion is FREE.***
	2. Following completion, students will write a 2-page reflection paper, where they will be required to provide a response about their experience taking the assessment, any results of the assessments that they would like to share, and potential next steps that might be helpful following the assessment. Additionally, students should reflect on aspects of the assessment they found helpful or unhelpful and provide suggestions for improving the assessment.
3. **Career Theory Self-Assessment:** The purpose of this assignment is to select and apply two career counseling theories to your own career narrative. First, compare and contrast the two theories you’ve selected, including a discussion of how application of these theories might vary in cross cultural helping relationships and how they could be applied in your setting (school, clinical, rehabilitation). Speak to how these theories relate to your orientation as a counselor and what aspects feel congruent (or not congruent) with your professional identity. Next, you will use these perspectives to analyze your own current career decision-making. By using the theories’ foundational ideas, write on why you chose the career you did (to include previous careers as applicable). ***This paper should be 4.5-5.5 pages (not including title page or references) and contain a minimum of 3 peer-reviewed references.***
4. **Career Development Program:** Students will develop a career development program 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). Students will discuss the following components: (1) need for the program, (2) program objectives, (3) summary of the program, (4) resources needed to implement the program, (5) expected outcomes, and (6) methods of evaluation. Examples of such programs are provided in chapter nine of the required text. However, programs developed by students must possess significantly different content than the examples provided. ***This paper should be 2-4 pages (not including title page or references) and contain a minimum of 3 peer-reviewed references.***
5. **Group Presentation:** Group Presentation: Each group (typically 2–3 members) will select one career development theory from the list below and design an interactive presentation to engage the class with the theory. Presentations should be 30–45 minutes in length, depending on group size.

The purpose is to create an opportunity for the class to explore the theory together in a meaningful way. Each presentation should include:

* 1. A clear overview of the theory (key concepts, model/diagram if applicable, strengths and limitations).
	2. An interactive component (e.g., role-play, case study application, worksheet, small-group activity, or guided discussion) that helps classmates actively engage with the theory.
	3. A short reflection activity at the end to encourage classmates to consider how the theory may apply in their own counseling practice.

Group presentations will begin in **Week 4**. This is intended as a collaborative learning experience; the focus is on thoughtful preparation, creativity, and engagement, not perfection. You are encouraged to use slides, handouts, or other resources, but remember that active involvement of classmates is the main priority. Please reach out if you’d like feedback or guidance as you prepare.

Theory Options:

* Super’s life-span, life-space theory
* Anne Roe’s personality theory of career choice
* Linda Gottfredson’s theory of circumscription, compromise, and self-creation
* John Holland’s theory of types of person-environment interactions
* John Krumbolz’s learning theory of career counseling
* Lent, Brown, and Hackett’s social cognitive career theory
* The cognitive information processing approach
* Savickas’ career construction theory
* Hansen’s integrative life planning
* Postmodern approaches
1. **In Class Group Work:** These activities are designed to support application of course content through collaboration and active engagement. Students will work in small groups to complete an experiential activity such as:
	1. Case Study Discussions – Analyze realistic career counseling scenarios (e.g., a student athlete facing career indecision, an adult navigating job loss, a client with intersecting cultural barriers) and develop counseling strategies.
	2. Role-Plays – Practice career counseling skills such as interpreting assessment results, exploring client values/interests, facilitating decision-making, and linking clients with resources.
	3. Ethical Dilemmas – Debate and reflect on responses to complex legal/ethical issues in career counseling (e.g., dual relationships, cultural bias in assessments, confidentiality in career services).
	4. Structured Group Discussions – Reflect on the week’s topic (e.g., career theories, cultural influences, or career program planning) with guided discussion questions.
	5. Mini-Presentations or Teach-Backs – Collaboratively summarize key career development concepts, theories, or interventions to reinforce learning.
	6. Research Article Discussions – Read and discuss assigned or provided research articles together in class to connect current career development literature to practice.

**GRADING:**

**Assignments Maximum Points**

Quizzes (3 x 15 points each) 45

Final Exam 50

Career Conversations 30

Career Assessment 15

Career Theory Self-Assessment 30

Career Development Program Paper 30

Group Presentation 30

In Class Group Work (4 x 10 points each) 40

**Total 270 points**

**Grading Scale:**

A: 243–270 B: 216–242 C: 189–215 D: 162–214 F: 161 and below

**COURSE SCHEDULE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **CACREP Standard** | **Content** | **Readings** | **Assignments Due** |
| **Week 1**8/18 – 8/24  |  | Overview of course |  |  |
| **Week 2**8/25 – 8/31 | III.D.2.; III.D.12. | Introduction to career development | Chapter 1Optional: Kahneman & Deaton (2010) |  |
| **Week 3**9/1 – 9/7 | III.D.1; III.D.2; III.D.4 | Theories of career development | Chapter 2Optional: Park (2020) |  |
| **Week 4**9/8 – 9/14 | III.D.1; III.D.2; III.D.4 | Recent theories of career developmentQuiz 1 (Ch. 1-3 & 15) | Chapter 3 |  |
| **Week 5**9/15 – 9/21 | III.D.7; III.D.8; III.D.11; III.D.12 | Culturally competent career interventions | Chapter 4Optional: Park (2024) |  |
| **Week 6**9/22 – 9/28 | III.D.2; III.D.5; III.D.9. | Career counseling strategies and techniques | Chapter 8Optional: Tang et al. (2021) | **Career Conversations** |
| **Week 7**9/29 – 10/5 | III.D.5 | Assessment and career planningQuiz 2 (Ch. 4-5 & 8)Career Assessment part a (in class) | Chapter 5Optional: Lukman et al. (2021) |  |
| **Week 8**10/6 – 10/12 | **ACES Conference** |
| **Week 9**10/13 – 10/19 | III.D.6; III.D.9; V.H.2. | Career development interventions in elementary and middle schoolsCareer development interventions in high schools | Chapter 10-12Optional: Ayriza et al. (2020) |  |
| **Week 10**10/20 – 10/26 | III.D.6.; III.D.9.; III.D.10. | Career development interventions in higher education | Chapter 13 | **Career Assessment part b** |
| **Week 11**10/27 – 11/2 | III.D.6; III.D.9.; III.D.10. | Career development interventions in community settingsQuiz 3 (Ch. 10-13) | Chapter 14 |  |
| **Week 12**11/3 – 11/9 | III.D.3 | Career information and resources | Chapter 6 | **Career Theory Self-Assessment** |
| **Week 13**11/10 – 11/16 | III.D.3; III.D.5 | Using technology in career counseling | Chapter 7 |  |
| **Week 14**11/17 – 11/23 | III.D.5; III.D.6; III.D.9. | Designing, implementing, and evaluating career development programs and services | Chapter 9 | **Career Development Project Paper** |
| **Week 15**11/24 – 11/30 | **Thanksgiving Break** |
| **Week 16**12/1 – 12/7 |  | Ethical considerations in career counseling&Class wrap up | Chapter 15 | **Final Exam** (Open after class for three days) |

## COURSE POLICIES:

1. **Quizzes/Exams:** Students will take three mandatory quizzes and a final exam on Canvas. Each quiz will be in class, and the final exam will be online and time limited. Students are expected to work individually on the exam and are not permitted to share responses. Students may use their textbook and additional readings for the quizzes and the final exam.
2. **Assignment Format:** Written reports will be submitted to the instructor **in accordance with APA 7th ed. formatting** via Canvas. Additional guidance and format requirements may be given for specific assignments.
3. **Assignment Due Dates and Submission Policy:** All assignments, unless otherwise specifically stated in the syllabus, are to be submitted electronically via Canvas on the assigned date by 3:59 pm CST (before class). Due to the nature of this assignment submission policy, there will be no excuse tolerated for late assignments nor will make-up work be allowed with the exception of extenuating circumstances that will be considered at the instructor’s discretion. Please see the following sections for further clarification.

If Canvas is not working for unexpected reasons, students may email assignments directly to the instructor. However, the email must be received by the time/date set on Canvas to receive credit. **Auburn University email must be utilized for all email communication with instructor.**

1. **Late Work:** No assignments will be accepted late or allowed to be made-up except in the case of emergencies with proper documentation or if previous arrangements have been made with the instructor. No assignment will be accepted for grading past the due date.
2. **Accommodations Statement:** Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.
3. **Diversity Statement:** A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic work, clinical practice, and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

1. **Counselor Education Programs Artificial Intelligence Policy:** The Counselor Education Program takes the ethical and professional stance that all professional counselors (students and faculty alike) should generate their own written work (e.g., classroom assignments, publications, presentations, etc.) and to cite all professional references that are used in that work. Not only is this academically and professionally honest (giving credit to where it is due), it (a) develops strong writers, which in turn develops strong clinical minds and (b) leads to protecting the clients and students we serve (as it ensures that all interventions are ground in the professional literature). This is aligned with the ACA Code of Ethics (2014) Section G.5.

As it relates to use of AI-generated content (e.g., ChatGPT) [hereafter referred to as “AI”], the Counselor Education Program asserts that:

1. AI-generated content (as well as any other outside sources) should never be used in insight/reflection/reaction papers or discussion posts. The Program ascribes to the value of counselors being “reflective practitioners;” the only way to grow in that area is to develop the ability to “reflect” without assistance from outside parties.
2. If a course instructor allows for the use of AI-generated content in the completion of classroom assignments (e.g., research papers, presentations, etc.), then that content will need to be cited (and the content verified by the professional literature) as would any other source. Paraphrases and direct quotes from AI-generated content would need to follow APA formatting guidelines. Course instructors will indicate in the syllabus whether AI-generated content can be used in their class and students are responsible for both checking the syllabus and abiding by course policies.

Should it be determined that AI-generated content has been used in such a way that violates the above stipulations, this would be considered a form of plagiarism, which is a violation of academic honesty and the UCF Golden Rule (Student Rules of Conduct, Section 1: Academic Misconduct). This would result in such consequences as a failing grade on the assignment, a failing grade in the class, and/or dismissal from the Counselor Education Program.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**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 others 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 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 contest influenced your choices/options?
* How has your cultural/ethnic background influenced your choices/options?