**COUN 7230-002**

**Career Development and Vocational Appraisal**

***Fall 2025***

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

**College of Education**

Instructor Information:

**Chenetra D. Buchannon, Ph.D.**

**Visiting Assistant Professor**

**EDUC 3112**

**cdb0015@auburn.edu**

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Office Hours:

**by appointment**



**SYLLABUS**

**1. Course Number: COUN 7230-002**

**Course Title:** **Career Development and Vocational Appraisal —Auburn University**

**Credits: 3 semester hours**

**Prerequisites: None**

**Instructor: Chenetra D. Buchannon, PhD**

**Contact Info: EDUC 3112 (mail: 3188); cdb0015@auburn.edu**

**Class Meeting: Wednesdays 1:00-3:50pm; EDUC 2128**

**2. Date Syllabus Prepared:** Revised 8/2025

**3. Text or Major Resources (Required):**

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.

**4. 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 counseling psychologists and professional counselors. The tradition of matching people with jobs has grown in sophistication over the years; such practice has existed for centuries across 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.

## 5. 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.)

## 6. 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 O\*NET Interest Profiler, which can be accessed at <https://www.mynextmove.org/explore/ip>. Students will be asked to upload a screen shot of their results as proof of completion. ***The cost of completion is Free.***
3. **Career Assessment 2 and Reflection:**
	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.
4. **Career Genogram:** Students will create acareer genogram to reveal career influences and patterns in their family system. Instructions completing the genogram will be provided in a separate document.
5. **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 be sure to include information from your career genogram). ***This paper should be 4.5-5.5 pages (not including title page or references) and contain a minimum of 3 peer-reviewed references.***
6. **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). ***Topics must be approved in advance by the instructor.*** 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 2.5-4 pages (not including title page or references) and contain a minimum of 3 peer-reviewed references.***
7. **Group Presentation:** Each group (typically 2-3 members) will be responsible for leading a class discussion and demonstrating the relevant skills or knowledge for the assigned week. Presentation/group discussion facilitation should be 60-75 minutes in length, depending on the group size. The focus of the presentation should not only be on the delivery of information but also on fostering discussion and reflection among classmates. Group presentations will begin in Week 4. As this is intended as a learning experience, the expectation is not perfection, but a strong, thoughtful effort. You are encouraged to utilize various tools such as PowerPoint slides, worksheets, group activities, and/or role-plays to engage the class and facilitate discussion based on the week's readings. If you need assistance with your presentation preparation, please do not hesitate to reach out to me.
8. **Comprehensive Exam:** Students will take the comprehensive exam on Canvas. The exam will be time limited. Students are expected to work individually on the exam and are not permitted to share responses.

**7. Grading:**

***Assignments Maximum Points (Total 240)***

Attendance & Participation 30

Career Assessment 1 10

Career Conversations 30

Career Assessment 2 & Reflection 15

Career Genogram 15

Career Theory Self-Assessment 30

Group Presentation 30

Career Development Program Paper 30

Comprehensive Exam 50

**Grading Scale:**

Course requirements total **240 points**. Grades will be assigned on the following percentage scale (proportions of a percentage will be rounded to the nearest whole percentage):

A 90% or greater

B 80-89.9%

C 70-79.9%

D 60-69.9%

F 59.9% or lower

**8. Course Schedule:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **CACREP Standard** | **Content** | **Readings** | **Assignments Due** |
| **Week 1**8/20  |  | Introductions Course Overview  |  |  |
| **Week 2**8/27 | III.D.2.; III.D.12. | Introduction to career development and ethical considerations in career counseling | Chapter 1 & Chapter 15 |  |
| **Week 3**9/3 | III.D.1; III.D.2; III.D.4 | Theories of career development | Chapter 2 | Career Assessment 2  |
| **Week 4**9/10 | III.D.1; III.D.2; III.D.4 | Recent theories of career development | Chapter 3Presented by  |  |
| **Week 5**9/17 | III.D.7; III.D.8; III.D.11; III.D.12 | Culturally competent career interventions | Chapter 4Presented by  |  |
| **Week 6**9/24 | III.D.5 | Assessment and career planning | Chapter 5 Presented by  | Career Conversations |
| **Week 7**10/1 | III.D.2; III.D.5; III.D.9. | Career counseling strategies and techniques | Chapter 8 Presented by  |  |
| **Week 8**10/8 | III.D.5; III.D.6; III.D.9. | Designing, implementing, and evaluating career development programs and services | Chapter 9Presented by  | Career Assessment 2 Reflection |
| **Week 9**10/15 | III.D.6; III.D.9; V.H.2. | Career development interventions in elementary and middle schools | Chapters 10-11 Presented by  |  |
| **Week 10**10/22 | III.D.6; III.D.9.; V.H.2. III.D.10. | Career development interventions in high schools and higher education | Chapters 12-13Presented by  | Career Genogram |
| **Week 11**10/29 | III.D.6; III.D.9.; III.D.10. | Career development interventions in community settings | Chapter 14Presented by  |  |
| **Week 12**11/5 |  | *Peer Group Work* | Bring a printed draft of your Career Development Project | Career Theory Self-Assessment |
| **Week 13**11/12 | III.D.3 | Career information and resources | Chapter 6Presented by  |  |
| **Week 14**11/19 | III.D.3; III.D.5 | Using technology in career counseling | Chapter 7Presented by  | Career Development Project Paper |
| **Week 15**11/26 |  | *Thanksgiving Break***NO CLASS** |  |  |
| **Week 16**12/3 |  | In-class Comprehensive Exam*Course Wrap-up* |  |  |
| **Finals Week**12/10 |  | **NO CLASS** |  |  |

**8. Class Policy Statements:**

Assignment Submissions/Canvas: All course assignments will be submitted via Canvas by 12:59 pm CST (before class) on their due date in accordance with APA 7th ed. formatting. If you run into technology difficulties on Canvas, it is your responsibility to make sure the assignment is still completed and received on time. Contingency plans include an email with the assignment attached or a link to the assignment in an AU box folder.

Course related announcements will also be communicated via Canvas. Students are responding for checking Canvas regularly. Students have control of the notification settings in Canvas accounts. It is recommended that students set up Canvas notifications to alert them when an announcement has been posted, an assignment is due, a grade is released, etc.

Late Work Policy: It is expected that you will have completed all assignments by the due date and time. All late assignments will receive a 10% grade reduction per day (a “day” constitutes each 24-hour period starting at the date and time the assignment was due). Assignments that are not submitted within one week of the due date and time (not including any university breaks) will not be accepted and will thus receive a score of 0. I reserve the right to make exceptions to my late work policy, for example, in the event of an emergency.

Attendance Policy: Attendance is required. Students are expected to attend all class meetings**.** You are expected to be in class and to be prepared. Experiential courses such as this one require active participation from all participants. It is expected that you will make every effort to attend each class period in its entirety.

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death 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 the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

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 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. 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].”*

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. 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.

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:

* + - Engage in responsible and ethical professional practices
		- Contribute to collaborative learning communities
		- Demonstrate a commitment to diversity
		- Model and nurture intellectual vitality

Office Hours: By appointment. The best way to schedule an appointment with me is your AU email. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

Course Contingency: If normal class activities are disrupted due to serious illness, emergency, or crisis (e.g. COVID-19 outbreak), 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. Justification for Graduate Credit:**

This course includes advanced content in doctoral counseling education and is designed to partially meet standards for accreditation by CACREP. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. Only students enrolled in the Auburn University counselor education and counseling psychology programs are eligible to take this course.