University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5359- Lifestyle and Career Development  
Summer I, 2014  

Instructor: Sneha Nayar-Bhalerao, Ph.D.

Office Hours: By appointment only  
Email: nayars@sthom.edu  
Office Phone: (713)-831-7242  
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Class Time: Thursday 5:00 to 9:00 pm  
Location: Katy Spring Branch

Text Books and Readings


Professional Organization

The National Career Development Association (NCDA)

References for which Students Are Responsible

Helpful Sources for These References: stthom.edu/career or celtcareers.com

Dictionary of Occupational Titles (DOT) (On-Line)  
Occupational Outlook Handbook (OOH) (On-Line)  
Guide to Occupational Exploration (GOE)  
Enhanced Guide to Occupational Exploration (EGOE)

Social Justice Teachings of the Catholic Church

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.
Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

General Course Description

COUN 5359 Lifestyles & Career Development investigates issues related to the development of self-concept, theories of career development and occupational choice, major types of career assessment instruments, and procedures for career-related decision making. This course examines the impact globalization has on work in an historical context.

COUN 5359 Lifestyles & Career Development is designed to enable counselor education students to understand the psychosocial dynamics of career development, choice, and the limitations of choice. Counselor education students will learn the major theories of vocational choice and demonstrate their ability to use these theories in the role-playing of career counseling and in developing a model career development program. Counselor education students will learn to apply career concerns to issues of gender, race, ethnicity, poverty, and other categories of people with specific lifestyle and vocational needs.

COUN 5359 Lifestyles & Career Development raises awareness among students concerning the advantages of being bilingual or multilingual and the prejudices against job-seekers who speak with traditionally devalued accents. Students learn to identify and tap into the strengths of clients whose first language is not English, especially in the areas of self-awareness and positive identity. This course develops awareness and skills related to the internet, which is serving as a greater source of work information. Hence, students will use the internet as an integral part of this course. This course is taught face-to-face and on-line.

Specific Competencies

The counselor is a skilled professional who is able to:

1. Explain career development as an integral subset of human development.
2. Integrate personal, social, economic, public policy, and other factors related to workers and the world of work.
3. Integrate theories of career development and theories of career choice.
4. Plan, design, and implement lifelong career development programs.
5. Manage and steward career, education, and personal-social information sources.
6. Evaluate and disseminate career and educational information.
7. Identify, select, organize, and provide or arrange for the career and educational components of the agency, school, or institutional appraisal service.
8. Organize a career counseling center and provide career counseling and guidance.
9. Organize and manage the educational and career placement service and provide career and educational counseling and guidance.
10. Identify, assess, and explain pertinent legal and ethical factors and their implications for career development.
11. Evaluate a career development program and use results to effect program enhancement by recommending school/agency improvements.
12. Understand principles of human resource development.

13. Provide services which are highly individualized; take into consideration such variables as gender, whether a person comes from a traditionally valued or traditionally devalued population, socio-political history of the group to which clients ascribe, and the social, family, and personal history of the employment of clients.

14. Understand and are able to integrate the impact that globalization has on work.

15. Are sensitive to the place that immigration has on persons and families in relation to work-related opportunities and money-making likelihood.

16. Value differences in culture, gender, beliefs, and especially the place that the world of work has in the value system of clients in the context of principles of democratic, social justice.

17. Employ efficient processes by which clients sharpen their sense of self-worth and self-determination in order to make personally satisfying decisions regarding career as it relates to self, significant others, and responsibility to society.

18. Are aware of the logical positivism/constructivism (phenomenology) continuum as it applies to the ways in which clients view careers.

19. Are able to adjust counseling techniques to the needs and perspectives of clients.

20. Employ techniques, which are client specific, especially, in the use and interpretation of such counseling aids as achievement tests, personality indicators, and interest inventories.

21. Place a high priority on deliberate psychological education in the process of career development and decision-making processes from the earliest school years to the retirement years.

22. Realize the significance of vocational/career counseling and advocate to promote the awareness of its importance.

23. Know how to use the technology useful in gleaning the most recent information regarding the world of work and how this impacts on clients.

24. Are engaged in the professional organizations and read the journals associated with the profession of career counseling.

**The professional counselor provides evidence of competence by demonstrating ability to:**

1. Recognize and explain the interrelatedness of and importance of client integration of work and career roles and responsibilities with other life roles and responsibilities.

2. Explain concepts of and laws regarding equal opportunity and affirmative action in work and career development, emphasizing such areas as age, ethnicity, gender, health, culture, sexual orientation, and racial equity in work and career development.

3. Explain how technology and change can affect career development.

4. Explain the concept of a work ethic, for example, white Protestant, personal challenge, or fulfillment ethics.

5. Understand trends, philosophies, and the history of career development and career counseling.

6. Recognize interrelationships of economic, social, public policy, and other conditions and factors affecting the size, composition, and sustainability of the workforce.

7. Explain systems for classifying occupations, industries, and skill/expertise levels required for various occupations.

8. Research and explain strengths and limitations of established and emerging theories of career development and career choice.

9. Demonstrate theory application and interventions in a manner that adapts theory to clients.

10. Explain interrelationships of educational, career, leisure, and overall human development across the life span.

11. Explain the fundamental importance of self-understanding and positive self-concepts, and strategies for lifelong career education and development, for example, American School Counselor Association, National Career Development Guidelines, and Secretary’s Commission on Achieving Necessary Skills.
12. Explain the fundamental importance of literacy and communication in career development.
13. Differentiate data, information, knowledge, and wisdom as they apply to decision making, noting, for example, how some decisions require only data, some require information, whereas important decisions require wisdom.
14. Help staff, clients, and significant others recognize and modify career stereotypes.
15. Evaluate standardized and non-standardized assessment instruments and procedures in terms of validity and reliability for populations served and schools and agencies’ career development program goals and objectives.
16. Maintain and use appropriate manuals, forms, and guides to career assessment.
17. Effectively use client personal, psychological, educational cultural, including language skills, and occupational data in career counseling and coaching.
18. Conduct individual and group career counseling sessions.
19. Help clients manage and expend personal and cultural assets in decision making according to client priorities so that important decisions get best client decision-making assets and energy.
20. Establish cooperative relationships between school and agency personnel and the management of local resources such as personal interaction, state workforce commissions, selected private employment services, employment offices of selected local employers, and employment training programs sponsored by federal, state, and local agencies.
21. Understand and abide by ACA, ASCA, NCDA, and school/agency ethical standards as they relate to all facets of facilitating career development.
22. Research data necessary for effective program improvements, for example, interpreting results and disseminating findings. Use information for organizational renewal.
23. Evaluate outcomes of specific human resource development programs.
24. Understand and be able to apply in individual and group settings the traditional and more recent theories of career counseling in the context of the current understanding of human growth and development.
25. Be able to employ the internet in obtaining work related information. To be able to use the internet to clarify understanding of the impact of globalization on work.
26. Understand the current trends in career counseling regarding culture, gender, physical challenge, and intellectual challenge, as well as the differences in the psychological, sociological, and organizational points of view in career theory and practice all in the context of social justice.
27. Demonstrate sensitivity to the place that immigration has on persons and families in relation to work-related opportunities and money-making likelihood.
28. Understand important, current, decision-making theories and models and how these can be used to help clients make successful vocational choices.
29. Understand and be able to apply the stages of career counseling effectively and successfully to overcome the blocks to career decision making.
30. Become acquainted with the current computer assisted programs, which are helpers to career counselors and their clients.
31. Be able to plan a career counseling program including the designing of an appropriate space for career counseling in any setting where such a program and space is helpful.
32. Develop an appreciation for the research on which the theories of career counseling depend for their validity and reliability and to begin to appreciate alternative research methods, which might be helpful in doing career research.
33. Develop knowledge of professional organizations including membership benefits, activities, services to members, and current emphases.
34. Use the internet in coordinating and communicating with professional organizations and networking.
35. Explain professional organization roles and activities.
Pedagogy

The text mentioned in this syllabus will be primarily used as a basis for meaningful discussion and analysis of the subject matter. The instructor will play her role by facilitating conversations and discussions on the areas being discussed. Instructor would also provide her comments and evaluations on experiential activities, presentations, and assignments. Students are expected to come prepared by reading the assigned material and participate in scholarly discussions.

Professional Standards of Behavior

- **Attendance and Punctuality:** Students are expected to be present for and participate in all class discussions. Be on time for each class period. **Late arrival (coming 15 minutes after class starts) and leaving early (30 minutes before class ends) is not acceptable and will result in lowering of 2 points** from overall grade each time its noticed by the instructor. In cases where a student may have to leave early due to a family emergency or poor health, permission to leave must be sought. Students are expected to keep the instructor informed via email/phone calls/messages in situations where they are running late or may remain absent to avoid lowering of points.

- **Academic Integrity** – Cheating is considered the actual attempted practice of fraudulent or deceptive actions for the purpose of improving grade. **In situations where the student may be considered a suspect towards cheating, serious measures such as receiving an “F” on the assignment will be considered.**
  Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference any information, websites, books, etc. that is not your own, as directed by the *Publication manual of the American Psychological Association* (6th ed.), (2010). **Plagiarism is a serious offense that will cause you, the student to fail the course and can lead to steps being taken for dismissal from the program and UST. Plagiarism is a violation of integrity.**

- **Make-up Exams and Late Assignments:** Complete all assignments by the due date. It is the instructor’s policy that late assignments will not be accepted. **Prior permission should be sought from the instructor at-least two days in advance in situations where students are unable to turn in the assignments by the due date. Late assignments without prior permission will account for zero on that assignment.** There will be no makeup exams for this course. Make-up exams and submission of late assignments will only be permitted under extenuating circumstances and will be at the discretion of the instructor. Only hospitalization or other equally serious life experiences can be held as a ground for late assignment.

- **Professional Conduct:** Students are expected to maintain professional behavior in the classroom when working in groups with consistent participation, cooperation, sharing responsibilities, and respect for one another during classroom and group discussions. Professional conduct will also incorporate, respect towards the professor and will be gauged in being punctual to class, respectful and professional interactions via email or face-to-face, refraining from using technology for personal purposes when in class and during the class presentations by instructor or colleagues, and adhering to course requirements. **Determining professional conduct will be at**
the discretion of the instructor. Inappropriate professional conduct in any way as mentioned above, will result in lowering of 5 points from the overall grade.

- **Use of Personal Technology Devices:** This course expects students to keep their cell phones on silent mode or turned off during class. In emergency situation, students may notify the instructor before class and may step out to attend a call and return to the classroom as quickly as possible. All laptops, iPads, tablets, and other electronic devices should be on mute and could be used only for class purposes. Accessing cell phones or other electronics for personal reasons during class is considered disrespectful towards other students and the instructors. If the instructor notices students accessing electronics for personal reason, it’s would be recorded and documented and result in lowering of grade (5points). **Students will NOT be pardon if identified using electronics for personal reasons.**

- **Use of UST email accounts:** All email correspondence will be through the mystthom email system. Please check your email and Blackboard through your mystthom account daily for correspondence and announcements. **When turning in any assignment via email or blackboard, students are expected to save the document as:**

  Last Name_First Name_Name of the assignment.

  In addition, **emails send by students to the instructor must have a clear subject description along with the purpose of the email.** Not adhering to these requirements will affect the attendance and participation grade.

- **Language Diversity:** The University of Saint Thomas values the speaking of more than one language. This course is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. **The professor is always available to assist students who might need help with written English.** In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course.

- **Americans with Disabilities Act:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance. The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

  Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two
weeks of class. **Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953.** It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. This protects students’ rights. **Please let me know if I can be of any assistance in this regard.**

### Instructional Methods and Activities

*Methods and activities for instruction include:* Lecture, presentations, and discussion, video demonstration, application based in-class activities, case studies, multiple choice exam, and reflective and research based writing.

### Evaluation and Grade Assignments

1. **Attendance and Participation (10%):** **Attendance in all classes is mandatory.** More than two absences can result in administrative withdrawal from the class or may result in failing the course. Consideration for two absences will be provided under extenuating circumstances only and will be at the discretion of the instructor. An alternate course plan would be created for the student in such situations. Students are expected to engage in class room discussion by actively participating along with their peers. **Participation** is crucial to this course and minimal or no participation may result in poor participation grades.

2. **Job Search Presentation (20%):** In your work with a client you may serve as his/her primary support and resource in conducting a job search. As such it is important you are comfortable with resume writing and preparation, issues related to professional etiquette and even how to find viable job postings. Each student will be required to select one of the topics below and develop and give a presentation on the topic for classmates. All resources used (including PowerPoint’s and handouts will be uploaded to the job search presentation section of the blackboard site for future use by classmates). The presentation should be at least 15 minutes. Students are encouraged to be creative while presenting and could use videos, activities, case studies and other learning tools while presenting.

   - **Topics:**
     - Dreaming the dream job/steps towards finding your dream job
     - Resume and cover letter writing
     - References and Thank you notes or emails
     - Interviewing
     - Professional etiquette
     - Salary issues/negotiation/delayed salaries/ paying your dues
     - Networking
     - Researching job/industry information/finding viable job openings
     - Dealing with work stress and a boss that drives you crazy
     - Maintaining job stability and relationships at work
     - Federal job search procedures
     - Legal issues in the job search
     - Getting laid off/changing career

3. **Blackboard Reflection Assignment (10%):** Students will write at least a five sentences paragraph on each chapters as specified on due dates for four consecutive weeks. This response will reflect the relationship between what is written in the chapters and student’s future as a professional counselor. The response will be submitted to the professor on Blackboard and are due on Sunday noon following class. Through this assignment students will have the
opportunity to self-reflect, be insightful, and gain 2.5 points each week for their responses. Failure to submit or post the responses will result zero points for that week.

4. **Group Chapter Presentation Assignment (25%)**: Using Sharf, R. S. (2013) *Applying career development theory to counseling* (6th ed.), students will provide a 20-minute group presentation covering the chapters assigned. The students will present in pairs, work collaboratively, and equally share responsibilities in attempts to working towards this assignment. To enhance and engage the class, students must use the assistance of computer technology. This computer aided technology could be power point presentations, a web pages, video blogs, or a combination of technologies. Presenters will include a minimum two page summary handout to provide to the audiences, following APA guidelines. The professor will stop the presentation if students are not finished within 20 minutes. *Engaging other students in conversation is required.*

5. **Family/Career Genogram (10%)**: Diagram the client’s (your) family vocational history going back three generations if possible. After diagramming the client’s history, students provide a brief 5-7 minutes in-class presentation identifying themes, patterns, and values that emerge around career and the world of work. Speculate on how this may have influenced you and shaped your career path.

   **Relevant resources:**

6. **Final Exam (25%)**: Students will take a comprehensive final exam. The finals will be a multiple choice take home exam and will be emailed to students on the fourth week of the course. The exam will be **due on June 25th by midnight**. Students will email the exam to the instructor at her St. Thomas email account. Students will adhere to use of UST email accounts guidelines as mentioned above. **Failure to turn in the exam on the expected due date will result in receiving zero on the exam.**

### Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Job Search Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Family/Career Genogram</td>
<td>10%</td>
</tr>
<tr>
<td>Chapter Presentation Assignment</td>
<td>25%</td>
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<tr>
<td>Blackboard Reflection Assignment</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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### Final Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>Grade</td>
<td>Percentage</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>65-67%</td>
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<tr>
<td>F</td>
<td>Below 65%</td>
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**Criteria for Grading Written Work**

- Addresses the topic with accuracy and insight.
- Writing skills are expected to be at a graduate school level.
- Follows directions.
- Presents material in a clear and logical manner.
- Gives evidence of ability to synthesize information from various sources to support the topic.
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly.
- Is on time. Late work results in grade reduction.

The following APA guidelines must be used for all written papers:

- Times New Roman
- Font 12
- Indent new paragraphs five spaces or tab
- Double space the entire paper
- Margins - 1” top, bottom, left and right
- Cover page addressing your name, assignment, and name of the university
- Header according to APA standards.
- Reference page

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Instructional Focus</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 28th</td>
<td>Introduction&lt;br&gt;Syllabus&lt;br&gt;Formation of groups and assigning&lt;br&gt;&lt;strong&gt;Part I: Trait and Type Theories&lt;/strong&gt;&lt;br&gt;- Introduction&lt;br&gt;- Trait and Factor Theory</td>
<td>Chapters 1 and 2&lt;br&gt;&lt;strong&gt;Blackboard Reflection Due May 31st&lt;/strong&gt;</td>
</tr>
<tr>
<td>2</td>
<td>June 4th</td>
<td>&lt;strong&gt;Part I: Trait and Type Theories&lt;/strong&gt;&lt;br&gt;- Work Adjustment theories&lt;br&gt;- Holland’s Theories of Types</td>
<td>Chapters 4 and 5&lt;br&gt;&lt;strong&gt;Blackboard Reflection Due June 7th&lt;/strong&gt;&lt;br&gt;&lt;strong&gt;Job Search Presentation (3)&lt;/strong&gt;&lt;br&gt;&lt;strong&gt;Family Genogram Due (3)&lt;/strong&gt;</td>
</tr>
<tr>
<td>3</td>
<td>June 11th</td>
<td>&lt;strong&gt;Part I: Trait and Type Theories&lt;/strong&gt;&lt;br&gt;- Myers Briggs Type Indicator&lt;br&gt;&lt;strong&gt;Part II: Life Span Theory&lt;/strong&gt;&lt;br&gt;- Career Development in Childhood&lt;br&gt;- Adolescents Career Development</td>
<td>Chapters 6, 7, and 8&lt;br&gt;&lt;strong&gt;Blackboard Reflection Due June 14th&lt;/strong&gt;&lt;br&gt;&lt;strong&gt;Chapter Presentation Due (3)&lt;/strong&gt;&lt;br&gt;&lt;strong&gt;Job Search Presentation (3)&lt;/strong&gt;&lt;br&gt;&lt;strong&gt;Family Genogram Due (3)&lt;/strong&gt;</td>
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<tr>
<td>#</td>
<td>Date</td>
<td>Part II: Life Span Theory</td>
<td>Part III: Special Focus Theories</td>
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<tr>
<td>4</td>
<td>June 18th</td>
<td>Late Adolescents and Adult Career</td>
<td>Constructivist and Narrative Approaches to Career Development</td>
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<td>Development</td>
<td>Relational Approaches to Career Development</td>
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<tr>
<td>5</td>
<td>June 25th</td>
<td></td>
<td>Krumboltz’s Social Learning Theory</td>
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<td></td>
<td>Career Decision Making Approaches</td>
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Note: The syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.
# Lifestyle and Career Development

## Assignment Rubrics

### Attendance and Participation (10 points)

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Below Average (1 point)</th>
<th>Average (2 points)</th>
<th>Good (3 points)</th>
<th>Very good (4 points)</th>
<th>Excellent (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Two unexcused absences</td>
<td>Two excused absences</td>
<td>One unexcused absence</td>
<td>One excused absence</td>
<td>Virtually no absences</td>
</tr>
<tr>
<td></td>
<td>Attended three classes</td>
<td>Attended three classes</td>
<td>Attended four classes</td>
<td>Attended four classes</td>
<td>Attended all five classes</td>
</tr>
<tr>
<td>Participation</td>
<td>Lack of participation in all class discussions.</td>
<td>Minimal participation in two class discussions</td>
<td>Occasional participation in three class discussions.</td>
<td>Student participates regularly and meaningfully in four class discussions.</td>
<td>Regular, meaningful and thoughtful participation in all class discussions</td>
</tr>
</tbody>
</table>

### Group Presentation (20 points)

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originality</td>
<td>Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Presentation includes all material needed to gain a comfortable understanding of the career approach</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Content- Accuracy</td>
<td>Student presents accurate content in relation to the career theory with no factual errors. Students equally divide the content amongst each other.</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Theory Synthesis</td>
<td>Student clearly conceptualized and delineates the theoretical stage to the class and also facilitates classroom discussion.</td>
<td>/3</td>
<td></td>
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</tbody>
</table>
Job Search Presentation Rubric (20 points)

For the job search presentation students are encouraged to be creative and include as much relevant information as possible in relation to the topic assigned. Students may use the following pointers to guide their presentation:

- Why is the component important? (4pts)
- How should it be created or executed? (4pts)
- What are some factors to consider? (5pts)
- Where do you look for resources or guidance about this? (4 pts)
- Provide examples or activities related to the topic for better understanding. (3pts)
- Feel free to incorporate any other aspect in relation to this topic for deeper insight.

Genogram Rubric (10 points)

- Students create a visually clear and understandable genogram representing the career patterns of three family generations. The genogram could be computerized or drawn – 5 points
- Students present the genogram in class, identifying themes and patterns between family members and sharing their experiences in this creation – 5 points