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Professional Organization and Journal

The National Career Development Association (NCDA)
The Career Development Quarterly (located in MLY 115)
Occupational Outlook Quarterly (located in Doherty Library and On-Line)

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)

General Description

COUN 5359 Lifestyles and 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 and Career Development is designed to enable counselor education students in the Professional School Counseling track 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 career counseling role play DVD they will create. 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. A model comprehensive, integrated, career counseling curriculum for K-12 will be required as a major project.

COUN 5359 Lifestyles & Career Development raises awareness among counselor education students in the Professional School Counseling Track 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 Doherty Library database and internet in this on-line course.

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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 school appraisal service.
8. Be able to create a comprehensive, integrated, developmental K-12 career counseling curriculum.
9. Organize a career counseling center and provide career counseling and guidance.
10. Organize and manage the educational and career placement service and provide career and educational counseling and guidance.
11. Identify, assess, and explain pertinent legal and ethical factors and their implications for career development.
12. Evaluate a career development program and use results to effect program enhancement by recommending school improvements.
14. 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.
15. Be familiar with the influence of an independent or interdependent construal of self on career decision making and choice.
16. Understand and are able to integrate the impact that globalization has on work.
17. Are sensitive to the place that immigration has on persons and families in relation to work-related opportunities and money-making likelihood.
18. 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.
19. 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.

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20. Are aware of the logical positivism/constructivism (phenomenology) continuum as it applies to the ways in which clients view careers.
21. Are able to adjust counseling techniques to the needs and perspectives of clients.
22. Employ techniques, which are client specific, especially, in the use and interpretation of such counseling aids as achievement tests, personality indicators, and interest inventories.
23. 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.
24. Realize the significance of vocational/career counseling and advocate to promote the awareness of its importance.
25. Know how to use the technology useful in gleaning the most recent information regarding the world of work and how this impacts on clients.
26. 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. Be able to maximize the advantage of a client’s being bilingual or multilingual.

14. 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.

15. Help staff, clients, and significant others recognize and modify career stereotypes.

16. Evaluate standardized and non-standardized assessment instruments and procedures in terms of validity and reliability for populations served and schools’ career development program goals and objectives.

17. Maintain and use appropriate manuals, forms, ad guides to career assessment.

18. Effectively use client personal, psychological, educational cultural, including language skills, and occupational data in career counseling and coaching.

19. Conduct individual and group career counseling sessions.

20. 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.

21. 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.

22. Understand and abide by ACA, ASCA, NCDA, and school ethical standards as they relate to all facets of facilitating career development.

23. Research data necessary for effective program improvements, for example, interpreting results and disseminating findings. Use information for organizational renewal.

24. Evaluate outcomes of specific human resource development programs.

25. 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.

26. 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.

27. 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.

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28. Demonstrate sensitivity to the place that immigration has on persons and families in relation to work-related opportunities and money-making likelihood.
29. Understand important, current, decision-making theories and models and how these can be used to help clients make successful vocational choices.
30. Understand and be able to apply the stages of career counseling effectively and successfully to overcome the blocks to career decision making.
31. Become acquainted with the current computer assisted programs, which are helpers to career counselors and their clients.
32. 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.
33. 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.
34. Demonstrate the knowledge, abilities, and skills to apply effectively the microskills to cases in various situations and settings.
35. Develop knowledge of professional organizations including membership benefits, activities, services to members, and current emphases.
36. Use the internet in coordinating and communicating with professional organizations and networking.
37. Explain professional organization roles and activities.

**Andragogy / Pedagogy**

COUN 5359 *Lifestyles and Career Development* uses a Freirian model as its andragogy. Consequently, the professor believes students and professor have equal responsibility for the success of this course. Roles are different; responsibilities are equally salient. In addition, the professor believes that life experiences brought to discussions are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course.

The role of the professor is to create and post appropriate activities for discussion on the Discussion Board, to prepare and evaluate assignments to further the goals of the course, and to monitor the discussions on the Discussion Board.

The role of the professor is to come to class prepared, to facilitate conversations, comment on presentations and career counseling role plays, create and post appropriate activities for discussion on the Discussion Board, to prepare and evaluate assignments to further the goals of the course, and to monitor the discussions on the Discussion Board. The role of students is to master the readings and research in order that they can have a scholarly conversation.

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with their classmates and the professor. Discussions take place in the classroom and on-line in a learning community.

**COUN 5359 Lifestyles and Career Development** involves three equally important components, namely, cognitive, affective, and behavioral:

1. **Cognitive.** The cognitive components of this course include, but are not limited to organizing, researching, integrating, creating, writing, and entering into academic, professional conversations with colleagues and professor in a learning community. In order to prepare students for success as professional school counselors, students will acquire knowledge, abilities, and skills related to traditional and current theories and perspectives in career development, including, and not limited to career counseling for adults in transition, college students, clients whose first language is not English, immigrants, and other special populations.

2. **Affective.** The affective components of this course include, and are not limited to sharing pertinent life experiences, keeping journals on reflections regarding the experiences of taking this course, and identifying and sharing appropriately feelings with colleagues and professor. Students will classify and analyze feelings, attitudes, and perceptions toward professional school counseling as their potential profession. They will become cognizant of feelings, attitudes, and perceptions toward potential publics who are different from them.

3. **Behavioral.** The behavioral components of this course include, and are not limited to demonstrating appropriate boundary setting, self-disclosure, completing assignments with graduate level work, and performing with integrity at all times. The capstone behavioral experience is the successful completion of a comprehensive, on-line, final examination. Students will increase knowledge, abilities, and skills in counseling as they relate to legal and ethical practice of career counseling. They will become acquainted with the professional organizations in the areas of counseling of special interest to them in the domain of career counseling. Students will master the use of Blackboard as it relates to this on-line course.
Retention in COUN 5359 Lifestyles and Career Development

For retention in **COUN 5359 Lifestyles and Career Development** students “must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (*University of St. Thomas School of Education Academic Catalog 2010-2012, p. 4*).

The emotional and mental health of professional counselors is essential to their functioning in an ethical, competent manner. This course functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail students who violate the honor system.

**Integrity**

Integrity is the most important quality for success in this class. Integrity requires students to be authentic and honest in all academic and affective work. Integrity implies students become familiar with and practice at all times the *Code of Ethics* (2014) of the American Counseling Association and *National Career Development Association Ethical Standards* (1991).

Professional counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course students who violate their integrity.

**Plagiarism**

Plagiarism is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will result in a student’s failing this course. When writing any assignment, reference information, websites, books, etc; the APA Publication Manual (2010) rules for citing and referencing must be followed.

If a student paraphrases an idea, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that a student has written in the past, or change a few phrases here and there. Do not succumb to this temptation because it will result in this student failing this course.

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In other words, plagiarism involves copying from a source without using the proper APA Publication Manual (2010) notation. If a student quotes no more than 40 words, this student is required to use quotation marks and provide the page number(s). If a student quotes more than 40 words, this student must indent and provide the source and page number(s). A whole lot of copying is not considered graduate level work even if it is cited properly. The requirement is always 12-point font, Times New Roman, double space, left margin unless otherwise explicitly stated by the professor for a specific assignment.

Copying a paragraph or more or changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism a student is wise to close all sources while writing. Master’s level work requires integration of information. Drawing from one source, then another source, etc. is not master’s level work.

Copying from other manuscripts, which you have written without using proper APA Publication Manual (2010) notation, is also plagiarism. The rules are the same as above. If a student quotes no more than 40 words, this student is required to use quotation marks and provide page number(s) from the original document. If a student quotes more than 40 words, this student must indent and provide the source and page number(s). A whole lot of copying is not considered master’s level work even if cited properly. Plagiarism is a violation of integrity.

The APA Publication Manual (2010) describes plagiarism this way:

Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section.

As stated in the sixth edition of the Publication Manual of the American Psychological Association (APA, 2010), the ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrased.

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The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (For additional information on quotations and paraphrasing, see sections 6.03-6.08, for instructions on referencing publications and personal communications, see sections 6.11-6.20.)

Self-plagiarism. Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referring is undesirable or awkward. When the duplicate words are limited in scope, citation of the duplicated words should be the norm. What constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author’s own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like “as I have previously discussed” will also alert readers to the status of the upcoming material (pp. 15-16).

Language Diversity

The University of Saint Thomas and the professor of this course value 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.

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The professor of this course knows that taking an on-line course can be especially anxiety provoking for students for whom English is not their first language. If students are having difficulties because of language differences, they are invited to make this known to the professor. Official accommodations cannot be made for students for whom English is not their first language. However, the professor of this course will negotiate with students who are struggling on-line because they are not on-line fluent in English.

**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 success with educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, students must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Simply 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 ask to see proof of disability and specify accommodations as requested by students. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You may email the professor at any time to discuss any matters found on the recommendations of the University Office for ADA Compliance.
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Absence can affect grades. Student must attend a minimum of 70 per cent (33.6 hours) of class in order to earn a grade. One absence, either face-to-face (4 hrs) or on-line (9.6 hrs), excused or unexcused, will result in reducing the grade by one letter grade (for example, if student’s grade is A-, but has incurred 1 absences, then student’s letter grade will be reduced to B+). Two absences that are no greater than 14.5 hours, either face-to-face (4 hrs) and/or on-line (9.6 hrs), excused or unexcused, will result in reducing the grade by three letter grades (for example, if student’s grade is A-, but has incurred 2 absences, then student’s letter grade will be reduced to B-). More than 30% (14.5 hrs) absences, excused or unexcused, will result in failure in the course. Any behavior that demonstrates lack of integrity can result in failing the course or being dismissed from the Counselor Education Program.

Incompletes
Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone a final examination. If there is an acceptable reason for not being able to take the final examination on the day prescribed, for example, delivering a baby, the examination can be negotiated for an earlier date. If given an incomplete (I), please consult UST’s policy on completing an incomplete grade.

Final Examination
The final examination will be distributed on Friday, June 19, 2015 and will be submitted via BlackBoard no later than 11:59 pm on Thursday, June 25, 2015. Students will write the final examination on their laptop computers. Students may save the final examination on their external drives or hard drives. Students will submit a copy of their final examination as an attachment via Black Board to the professor. Your BlackBoard submission/attachment is your proof that your Professor has received your final examination.

The final examination is a comprehensive, final examination. There will be no regurgitation of what students have learned. There will be application of content and process as experienced in this course. Integration, creativity, and depth are indications of graduate work.

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Course Requirements

FACE-TO-FACE

Attendance and Participation Responsibilities
Students are expected to be present for and participate in all class discussions. All readings and e-mail assignments are expected to have been completed as indicated in this syllabus. Absence in the summer is problematic and will affect grades. One absence will lower the grade. Two absences will result in the professor expecting the student to withdraw from this course or failing this course.

FIRST WEEK - 05-28-15
Introduction.
Syllabus.
Assign counseling role-plays.
Assign individual presentation schedules.
Gather topics for presentations.
MBTI and UST Career Center
Provide Online Information on TypeFocus, Discover, O*Net Online, Kuder, etc.

Individual Presentations Assignment

Important Theories:

1. Trait and Factor Traditions
   a. Frank Parsons’s Trait and Factor Theory ( – June 4, 2015)
   c. John Holland’s Career Theory of Personality Types and Environments ( - June 4, 2015)


4. John Krumboltz’s Social Learning Theory of Career Development (SLTCD) and Learning Theory of Career Development (LTCC), the update of SLTCD. ( June 11, 2015)

5. Donald Super’s A Life-Span, Life-Space Approach to Career Development ( – June 11, 2015)

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8. Theories of Career Decision Making
   b. Gati’s Sequential Elimination Approach to Decision Making (— June 18, 2015)
   c. Gelatt’s Model of Decision Making (— June 18, 2015)


**Directions for presentation are as follows:**

1. Choose a theory from the above list.
2. Find five scholarly sources from peer reviewed journals in the Doherty Library (online) related to the theory.
3. Make sure you integrate issues of culture and diversity into your presentation.
4. Prepare a 20-minute presentation on the topic.
5. Include APA references of your sources during your presentation.
6. Present the research using technology (power point, blog, etc.).
7. Describe clients who may be helped by the use of this theory.
8. Describe clients for whom this theory might be of little or no help.
9. What ways could you adapt this theory for clients who are not linear or logical positivists, that is, are more circular and phenomenological.
Schedule for Theory Presentations:

SECOND WEEK – June 04, 2015

THIRD WEEK – June 11, 2015

FOURTH WEEK – June 18, 2015

FIFTH WEEK – June 25, 2015

Counseling Role-Play Assignment

Pairs of students will prepare sequential career counseling role play experiences in which one student will play the counselor and the other student will play the client and then alternate. Each role-play will last for 10 minutes. The role playing sequence assignments will be given on the first night of class.

Students will write a one-page reflection on the role-play experience as a counselor and a one-page reflection on the role-play experience as a client and submit these two pages to the professor via BlackBoard by midnight on the day following the counseling role play. Times New Roman, double space, and left margin are required. Students will not submit a title page; they will place their names, the date, the sequence (for example, Making Sense of Self-Understanding Data), and page number in the header.

The Career Counseling Role Play Assignment

There is more than one way to think of the career counseling sequence. One of the most helpful ways was developed by Yost and Corbishley in 1987. The sequence is adapted here.

Students will role play each step in this sequence.

Initial Assessment
  Self-Understanding
Making Sense of Self-Understanding Data
Generating Alternatives
Obtaining Occupational Information

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Making the Choice
Making Plans
Implementing Plans
Closure/Termination

*The counseling sequence is adapted from:*  

**Counseling Role Play Must Demonstrate Levels 3, 4 and of the Empathic Rating Scale**

**Empathic Rating Scale**

Students will review their knowledge of the empathic rating scale. In any discussion of a case consideration or the writing of a dialogue students will demonstrate their ability to work with clients using Level 3.

**Level 1.** Hurtful. Counselor is overtly, implicitly, or subtly destructive to the counseling process. Counselor is inappropriately attending, disruptive of the client’s flow, attacks the client, or discounts information. “You shouldn’t feel that way,” or “Everything will be all right,” belongs here.

**Level 2.** Subtractive. Counselor misses content or feeling. Counselor is detracting slightly from what the client has been saying even though on the surface the session appears to be moving ahead. No harm has been done, but the client has not been helped either. Counselor responses take away from what the client says or minimize client statements.

**Level 3.** Accurate. This is the minimal helping response and required for masters level work. Counselor reflection of content and feeling are interchangeable with the client; that is, they are accurate. Included here are accurate counselor paraphrasing or timely summarizing that catches the essence of what the client has said. Appropriate self-disclosure and helpful probing with declarative sentences also belong here.

**Level 4.** Additive. Includes inferences. Counselor is truly additive; that is, counselor is adding something beyond an interchangeable response. In addition to an accurate paraphrase or reflection of content and feeling, the counselor adds an interpretation or a probing declarative sentence or interpretation that, not only catches the major meaning of the client, but adds something new to facilitate growth or exploration. Inaccurate use of level four returns the
exchange to level two. The more one uses the influencing skills of level four the greater the possibility of reducing the response to Level 2. Level 4 is not better than Level 3; it is used when appropriate.

**Level 5. Action.** Counselor is truly acting intentionally. Counselor is integrating attending and influencing skills in the context of empathy, genuineness, and respect. Concreteness and immediacy are obvious in the exchange. Counselor is intentionally present with the client in moving the client toward action. Level 5 is not better than Level 4 or Level 3; it is used when appropriate.

*The Empathic Rating Scale is adapted from:

**Schedule for Counseling Role Play**

**SECOND WEEK – June 04, 2015**
- Initial Assessment
- Self-Understanding

**THIRD WEEK – June 11, 2015**
- Making Sense of Self-Understanding Data
- Generating Alternatives

**FOURTH WEEK – June 18, 2015**
- Obtaining Occupational Information & Making the Choice

**FIFTH WEEK – June 25, 2015**
- Making Plans & Implementing Plans
- Closure/Termination
FACE-TO-FACE AND ON-LINE

The Myers-Briggs Type Indicator (MBTI) Assignment: Students will take The Myers-Briggs Type Indicator, an instrument based on Jungian theory. The instrument booklet and template for answers can be accessed through UST’s Career Counseling Center. Do not write in the instrument booklet. The instrument booklet and template on which you have written your responses must be done/returned to the Career Counseling Center no later than June 16, 2015.

Students will write a one-page reflection on their thoughts and feelings about taking the MBTI and its use in their professional counseling. This paper will be submitted to the professor as an attachment via Black Board no later than 11:59pm on June 21, 2015. Times New Roman, double space, and left margin are required. Students will not submit a title page; they will place their names, date, and The Myers-Briggs Type Indicator (MBTI) Assignment in the header.

The hours for the Career Counseling Center are 8:30 AM to 5:00 PM Mondays through Thursdays and 8:30 AM to 2:30 PM on Fridays.

In summary:

- MBTI must be accessed through UST’s Career Center on or before June 16, 2015.
- MBTI submitted to Career Counseling Center by students no later than June 24, 2015.
- MBTI reflection and usefulness for counseling paper submitted through Black Board by 11:59pm on June 21, 2015.

DOT, OOH, and EGOE Assignment: Students will become familiar with The Dictionary of Occupational Titles (DOT), The Occupational Outlook Handbook (OOH), and The Enhanced Guide for Occupational Exploration (EGOE). These are government documents. You can investigate them on the internet. The domain of this assignment will be included in the final examination. The on-line address of the OOH is www.bls.gov/oco. This is updated every six months. A hard copy of the OOH is in the Doherty Library.

Self-Directed Search Assignment: Students will take the Self-Directed Search. Students will find three references on the internet that can be used to write a paper on the Self-Directed Search. Students will write a one-page paper describing the experience of completing this assignment and using the three references describing the type of clients who might benefit from the use of this instrument.

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This assignment is to be submitted on-line via Blackboard no later than midnight on Sunday, June 21, 2015. Students will not submit a title page; they will place their names, date, and Self-Directed Search Assignment in the header. Times New Roman, double space, and left margin are required.

**Strong Interest Inventory (SII) Assignment**: Students may choose to make an appointment at the Career Counseling Center to complete the Strong Interest Inventory. A one-page reflection on what the experience was like for the student and how a counselor might use the instrument is required for those who choose to do this assignment. **The reason that this assignment is optional is because there is a fee of ten dollars ($10.00) to take this instrument.** Call 713-525-3160 (UST Career Center) to make arrangements to take this instrument. This voluntary assignment is e-mailed to the professor no later than midnight on Thursday, June 25, 2015. Students will not submit a title page; they will place their names, date, and Strong Interest Inventory (SII) Assignment in the header. Times New Roman, double space, and left margin are required.

**Type Focus: (Optional)** Students may choose to take the on-line Type Focus Career Inventory at [www.typrfocus.com](http://www.typrfocus.com) There is a fee for this on-line career inventory. A one-page reflection on what the experience was like for the student and how a counselor might use the instrument is required for those who choose to do this assignment. **The reason that this assignment is optional is because there is a fee to take this instrument (see or visit [www.typrfocus.com](http://www.typrfocus.com) to determine the fee).** This voluntary assignment is e-mailed to the professor no later than midnight on Thursday, June 25, 2015. Students will not submit a title page; they will place their names, date, and Strong Interest Inventory (SII) Assignment in the header. Times New Roman, double space, and left margin are required.

**ON-LINE DISCUSSIONS**

All on-line assignments will be opened at least 6-days before the due date and must be completed during the week that they are assigned. All discussion must be completed on the Blackboard Discussion Board no later than 11:59 pm of the following dates: June 4, 11, 18 and 25, 2015.

**Directions for on-line discussion:**

1. **Write at least two paragraphs, no less than 200 and no more than 250 words, for each chapter by Tuesday no later than 11:59pm).** You are to respond to the following instruction: **argue each theory’s relevance or lack thereof in today’s career planning, career choice, the world of work, and lifestyle development; then provide a succinct elucidation of your reasoning and/or findings?**

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2. Respond to at least two (2) of your colleagues, no less than 50 and no more than 100 words per response per student, by Thursday of same week, 11:59pm. Your response should be respectful, yet critical in reasoning and argument.

All reading assignments are taken from textbook Sharf, R. S. (2013).

First – Second Week (June 4, 2015) - Discussion 1 (4 essays) due Tuesday, June 2 at 11:59pm, and Responses to Classmates due Thursday, June 4 at 11:59pm

Chapter 2 – Trait and Factor Theory
Chapter 3 – Occupations: Information and Theory
Chapter 4 – Work Adjustment Theory
Chapter 5 – Holland’s Theory of Types

Second - Third Week (June 11, 2015) - Discussion 2 (4 essays) due Tuesday, June 09 at 11:59pm, and Responses to Classmates due Thursday, June 11 at 11:59pm

Chapter 6 – Myers-Briggs Type Theory
Chapter 7 – Career Development in Childhood
Chapter 8 – Adolescent Career Development
Chapter 9 – Late Adolescent and Adult Career Development

Third - Fourth Week (June 18, 2015) - Discussion 3 (4 essays) due Tuesday, June 16 at 11:59pm, and Responses to Classmates due Thursday, June 18 at 11:59pm

Chapter 10 – Adult Career Crisis and Transitions
Chapter 11 – Constructivist and Narrative Approaches to Career Development
Chapter 12 – Relational Approaches to Career Development
Chapter 13 – Krumboltz’s Social Learning Theory

Fourth - Fifth Week (June 25, 2015) - Discussion 4 (3 essays) due Tuesday, June 23 at 11:59pm, and Responses to Classmates due Thursday, June 25 at 11:59pm

Chapter 14 – Social Cognitive Career Theory
Chapter 15 – Career Decision-making Approaches
Chapter 16 – Theories in Combination

June 25, 2015 – Final Exam DUE!!! (Submit on-line via BB)

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The final examination will be distributed on Thursday, June 18 2015 and will be submitted via BlackBoard no later than 11:59 pm on Wednesday, June 24, 2015. Take-Home, Comprehensive, Final Examination Submitted on Black Board no later than Midnight, June 25, 2015.

Helpful Sources


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