Social Justice Teachings

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.

Textbook(s) Required


References for which Students Are Responsible
Helpful Sources for These References: stthom.edu/career or celtcareers.com

Dictionary of Occupational Titles (DOT) (On-Line)
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 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 and manage the educational and career placement service and provide career and educational counseling and guidance.
9. Identify, assess and explain pertinent legal and ethical factors and their implications for career development.
10. Evaluate the career development program and use results to effect program enhancement by recommending school/agency improvements.

11. Understand principles of human resource development.

12. 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.

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

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

15. 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.

16. 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.

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

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

19. 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.

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

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

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

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

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

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

8. Demonstrate theory application and interventions in a manner that adapts theory to clients.
9. Explain interrelationships of educational, career, leisure, and overall human development across the life span.

10. Explain the fundamental importance of self-understanding 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.

11. Explain the fundamental importance of literacy and communication in career development.

12. 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.

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

14. 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.

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

16. Effectively use client personal, psychological, educational, cultural, and occupational data in career counseling and coaching.

17. Conduct individual and group career counseling sessions.

18. 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.

19. 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.

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

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

22. Evaluate outcomes of specific human resource development programs.

23. 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.

24. 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.

25. Understand the current trends in career counseling regarding culture, gender, physical challenge, and mental 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.

26. Demonstrate sensitivity to the place that immigration has on persons and families in relation to work-related opportunities and money-making likelihood.

27. Understand important, current, decision-making theories and models and how these can be used to help clients make successful vocational choices.

28. Understand and be able to apply the stages of career counseling effectively and successfully to overcome the blocks to career decision making.

29. Become acquainted with the current computer assisted programs, which are helpers to career counselors and their clients.
30. 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.
31. 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.
32. Develop knowledge of professional organizations including membership benefits, activities, services to members, and current emphases.
33. Use the internet in coordinating and communicating with professional organizations and networking.
34. Explain professional organization roles and activities.

**Incompletes**

Incompletes are decided 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.

**Integrity**

Integrity is the most important quality for success in this class and in the Counselor Education Program at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics (2005) of the American Counseling Association.

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.

**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 the course and can lead to steps of dismissal from the Counselor Education Program and UST. When writing any paper, 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 students have written in the past, or change a few phrases here and there. Always use 12-point font, Times New Roman, double space, left margin. Do not justify margins.

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 values the speaking of more than one language. The Master of Education Program in Counselor Education at the University of Saint Thomas 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 the Master of Education Program in Counselor Education.

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. 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.

Civility in the Classroom
Students are expected to assist in maintaining a classroom environment that is conducive to learning. You may use electronic devices to record notes, look up class related information, and/or refer to other textbooks or other approved, class related reading material. On the other hand, in order to ensure that all students have an opportunity to gain from time spent in class, students are prohibited from engaging in any form of distraction, including non-class related discussions, talking on cell phones, texting, tweeting, Facebooking, making offensive remarks, reading or
studying material unrelated to the class, or sleeping. Electronic devices MUST be on silent (not on vibrate). **Violation of this policy will result in deduction in participation credit on in class assignments.** Inappropriate behavior will result, minimally, in a request to leave class.

Given the dynamics of counseling, COUN courses address many sensitive issues, and this course is no exception. Counseling issues occur in the context of sexual, racial/ethnic, political, religious/spiritual, economic/social, and disability/ability contexts. The discussion of such issues will increase the students’ knowledge, but the information can be emotionally charged. It is also likely that the student will be exposed to a variety of viewpoints, some of which may differ substantially from the student’s personal views. If the student chooses to remain in class, then s/he will be expected to respect the diverse viewpoints of his/her classmates and the course material. If the student is easily offended by a discussion of differing viewpoints, s/he should consider whether to remain enrolled in the course. Above all, derogatory or discriminatory statements or nonverbal acts of disrespect in regards to age, race, socio-economic status, gender, sexual orientation, religious preference, and/or disability/ability will not be tolerated. In this classroom, it is imperative to collectively create a safe space of empathy, inclusion, and respect.

*In this class, in order to complete some assignments, exercises, and papers, you will be asked to disclose about aspects of your life, your feelings, and your behaviors. If you are not prepared to do so, this may not be the class to take at this time.*
Course Assignments

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. Although attendance itself will not count toward your grade in this class, regular attendance and active participation are important to your success in this class. In class assignments will be given in most classes and count as 50 points. Missing class will result in a reduction in these points since missed exercises cannot be made up. Furthermore, even though powerpoints will be accessible on Blackboard, these powerpoints are designed as a guide for lecture and discussion, not as a replacement for notes. You are responsible for all material covered inside and out of class, even if it does not appear on the powerpoint slides. If you miss class, it is suggested that you borrow notes from a classmate. I will not supply you with my notes.

Reaction Papers (150 points) –

You will need to write a 1-2 page reaction to each assigned chapter. Therefore, there will be 15 reaction papers (14 chapters and one overall reaction to the class). This is simply a way to get you thinking about what you read, how you feel about it, and about how it applies to your own life, to situations you have experienced, or even situations you’ve seen in television and media. These will be due at the beginning of the class period (see class schedule for due dates). **Late reaction papers will receive a full point deduction and will not be accepted more than 1 class day late, no exceptions.** If you know you will miss a class for any reason, you will need to make arrangements with me to turn the paper in early. Rubric will be discussed in class.

In Class Assignments (50 points)

You will be expected to participate in group discussions and in-class exercises. These assignments are designed to give you practice with the class content. They are not busy work. In order to do these assignments successfully, you will need to read the chapter and take notes on it and on the material presented in lecture. There are 50 total points for these participation exercises. **You are expected to print off and bring in** any video guides, discussion questions and exercises for in-class work. Print these off of Blackboard and have them for use in class. Be prepared to participate. **Missed exercises may not be made up. This total of 50 possible points will be adjusted downward if there is a lack of participation or if there is an evident lack of classroom civility as discussed above.**

Exams (100 points) –

There are 2 exams in this class. The exams will be open book and may be comprised of multiple choice, short answer and/or essay questions. They may be individual or group exams, as assigned by the instructor. All exams are considered mandatory and should be taken on the schedule date and completed by the closing date indicated on Blackboard. Any changes will be announced ahead of time in class and will be posted to Blackboard. Since the exams are online and given outside of class hours, exam make-ups will not be given.
Chapter Questions Assignment (25 pts)

Using Sharf, R. S. (2013) *Applying career development theory to counseling* (6th ed.), students will provide two open ended, thought provoking questions for each chapter assigned. The goal of these questions is to enhance and engage the class. It is required that each student engage the other students in conversation using follow up prompts, if necessary. Chapters will be assigned during the first class.

Career Autobiography Assignment (100 pts)

Students will explore their earliest recollections of career considerations. Graduate students will then write an autobiography of the journey from career dreaming/consideration to today’s reality (i.e., work experiences, position, where you intend to be in the future). Students will discuss how they made their decisions and who influenced their options and choices. Students will analyze their career using at least two of the theories discussed in the text. At least one of the theories used must be Myers-Briggs Type theory as presented in Chapter 6 of the text. Maximum credit for this assignment is based upon the gravity and specificity the student employs in analyzing their autobiography. The autobiography must be at least 5 pages in length, written in Times New Roman, 12 pt. font, double space, and left margin. Career Autobiographies are due on June 16, and additional details will be given in class 2.

Grading

**COURSE GRADING:** Your grade in the course will be based on the following course requirements:

- Reaction papers 150 points
- Career Autobiography Assignment 100 points
- Exams (2 @ 50 points each) 100 points
- In Class Assignments 50 points
- Chapter Questions Assignment 25 points
- **Total points possible = 425 points**

**Grading scale:**

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<th>Percentage</th>
<th>Points</th>
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<td>400 – 425</td>
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<td>90 – 93%</td>
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<td>A-</td>
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<td>88 - 89%</td>
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<td>84 - 87%</td>
<td>357 – 373</td>
<td>B</td>
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<td>80 - 83%</td>
<td>340 – 356</td>
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<td>78 – 79%</td>
<td>332 – 339</td>
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<td>74 – 77%</td>
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<td>70 – 73%</td>
<td>298 – 314</td>
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<td>68 – 69%</td>
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Readings, Assignments, and Schedule

Class I – May 26, 2015
Syllabus and Course Introduction
Chapter 7: Career Development in Childhood
Chapter 8: Adolescent Career Development
In Class Assignment #1
Reaction Papers Chapters 7 & 8 completed in class

Class II – June 2, 2015
Chapter 9: Late Adolescent and Adult Career Development
Chapter 10: Adult Career Crisis and Transitions
Chapter 6: Myers-Briggs Type Theory
In Class Assignments #2 & 3
Reaction Papers Chapters 9, 10, & 6 due

Class III – June 9, 2015
Chapter 2: Trait and Factor Theory
Chapter 3: Occupations: Information and Theory
Chapter 4: Work Adjustment Theory
Chapter 5: Holland’s Theory of Types
Exam 1: Chapters 2-5
Reaction Papers Chapters 2-5 due

Class IV – June 16, 2015
Chapter 11: Constructivist and Narrative Approaches to Career Development
Chapter 12: Relational Approaches to Career Development
In Class Assignments #4 & 5
Reaction Papers Chapters 11-12 Due
Career Autobiography Due

Class V – June 23, 2015
Chapter 13: Krumboltz’s Social Learning Theory
Chapter 14: Social Cognitive Career Theory
Chapter 15: Career Decision – Making Approaches
Exam 2: Chapters 11-15
Reaction Papers Chapters 13-15 Due
Class Reaction Paper completed in class

All reading assignments are taken from Sharf (2013).