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ONLINE, COMPRESSED TRACK SYLLABUS

Professor: Sister Marie Faubert, CSJ, EdD, PSC, LPC-S, NCC

Office Hours: fauberet@stthom.edu
713-525-3552
Malloy Hall (MLY) 115

Integrity of the Course: The Southern Association of Colleges and Schools Commission on Colleges (SACScoc) requires COUN 5359 OL Lifestyles and Career Development to be responsible for 42 hours of class time and 3 hours of final examination time for this course. This is approximately 3 hours per week writing the Learning Modules and 3 more hours per week on the Discussion Board. The readings and assignments are not considered class time; they are out-of-class requirements. You are taking a 14-week course in 7 weeks. Therefore, you expect to spend twice as much time on this course per week as you would on a 14-week course.

Required


Required for All Writing Assignments


This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD.
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 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 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 online course.

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 decision making and choice.
4. Plan, design, and implement lifelong career development programs.

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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 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.

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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, and 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.
21. Establish cooperative relationships between school and agency personnel and the management of local resources such as personal interaction, state

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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 aspects 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.

28. Demonstrate sensitivity to the place that immigration has on persons and families in relation to work-related opportunities and moneymaking 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.

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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

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 assign readings, create and post appropriate activities or cases for the learning modules and discussions on the Discussion Board. In addition, she evaluates Learning Modules, and assignments; she monitors discussions on the Discussion Board. In a word, the professor is responsible for seeing that the goals of the course are met.

The role of students is to master the readings and learning module content in order that they can have a scholarly conversation with their colleagues and the professor on the Discussion Board. Discussions take place in a learning community online. The work on the Discussion Board facilitates mastery in applying cases to theories. Finally, students complete Learning Modules and assignments on a graduate level.

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

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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 counselor education 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, online, 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 online 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 academically, affectively, and behaviorally. 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 school 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, in this course, the professor has the discretion to fail 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 source 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’s failing this course.

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, name the source, 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 part of an 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. Graduate level work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work.

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

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

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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.

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

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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).

**Discipline, Commitment, Focus**

Success in COUN 5359 Lifestyles and Career Development requires personal discipline, commitment to academic excellence, continued professional development, and focus on outstanding performance in this course and in all areas of professional practice. Commitment is demonstrated by punctuality, presence, preparedness, participation, and generosity with colleagues in the learning community.

**Honor System**

COUN 5359 Lifestyles and Career Development requires the practice of the honor system on the part of all students. The honor system includes and is not limited to demonstrating absolute trustworthiness at all times. Violation of the honor system will result in failing this course.

**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

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students who are bilingual or multilingual bring these gifts to the table in their journey through this course.

The professor of this course knows that taking an online 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 online because they are not online 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. Students are protected in relation to future reception of accommodations if their accommodation records are on file. The University Office for ADA Compliance may ask to see evidence of disability before they specify accommodations as requested by students.

**Evaluation and Grading**

**Graduate Level Work**

*Graduate level work* is substantively and qualitatively more complex than *undergraduate level work*. Graduate level work is never, for example, “from a
book”, demonstrative of having memorized lists or thoughts unchanged from a source even when properly cited and referenced. Graduate level work demonstrates **depth, integration, and creativity**:

**Depth** requires showing understanding of complexity and comfort with ambiguity or uncertainty. Depth requires demonstrating competence with complex issues, for example, the relationship between career opportunities and achievement, especially for those whose native languages are not English or who are members of populations the members of whom have historically been victimized by racism, gender discrimination, or other factors. Graduate level work integrates the domain of the course with graduate students’ lived experiences both personal, while keeping appropriate boundaries, and professional.

**Integration** comes about from calling on salient and appropriate personal and professional experiences and applying them to the academic domain at hand. Integration requires the bringing together of various ideas from various sources and then filtering these ideas through students’ knowledge, abilities, and skills. For example, students may demonstrate metacognition regarding the history of oppression, privilege, racism, sexism, or other personal or professional experiences, which can influence career choice or achievement.

**Creativity** is demonstrated when graduate students enhance scenarios or call up lived experiences related to the content under consideration. Graduate students engage in graduate level creativity when they look within themselves, for example, reflect on their own culture and how it influences career aspirations and choice. Creativity includes adapting traditional theories of career counseling to client variables, for example, culture, immigrant status, or gender.
Contract

This syllabus is the contract for COUN 5359 OL Lifestyles and Career Development:

1. **Meeting Needs of Students.** If students are not meeting course requirements, the professor may have a private conversation with them on the telephone. Students may be contacted by email and may be asked to make an appointment with the professor on Skype or in person in the professor’s office on campus. The situation will be addressed and resolved.

2. **Attendance, Punctuality, and Participation.** Students are expected to meet all attendance, punctuality, and participation responsibilities. **Attendance** is understood as being on the Discussion Board, completing Learning Module activities, and submitting assignments as required. **Punctuality** is understood as meeting deadlines for the Discussion Board, Learning Modules, and assignments. **Participation** responsibilities include graduate level quality of the Discussion Board postings, the Learning Module activities, and assignments.

3. **Final Grade. Discussion Board** postings are evaluated as graduate level work or not. The professor will communicate with students if their postings are not acceptable. **Learning Module** activities are completed on the posted documents in bold, black print; Learning Module activities are graded. **Assignments** O*Net and SDS, MBTI, In Vivo, and Career Counseling Sequence are graded. The average of graded Learning Modules and Assignments are worth 40% of the final grade. The final examination is worth 60% of the final grade. Missing or inadequate Discussion Board postings can reduce grades by one-half, one whole grade, or more depending upon the severity of the omissions or inadequacies; the professor makes this determination.

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4. **Learning Module Activities, Assignments and Discussion Board Postings.** All Assignments and Learning Module activities are submitted electronically to faubert@stthom.edu and must be submitted at the time required by this syllabus. Late assignments are not accepted unless students arrange with the professor before the assignment is due or if there is an emergency accepted by the professor. Communication between students and the professor is essential. Grades are determined according to the following protocol:

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
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<td>C</td>
<td>2.0</td>
<td>73-75%</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
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<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
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A = 4.0 Unusual and superior achievement (Superior Graduate Level)
A- = 3.7
B+ = 3.3
B = 3.0 Satisfactory achievement (Acceptable Graduate Level)
B- = 2.7
C+ = 2.3 Below standard (Below Graduate Level)
C = 2.0
C- = 1.7
D+ = 1.3 Unsatisfactory
D = 1.0
F = 0.0 Failure.

5. **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 result in an incomplete in this course.

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Graded, Course Assignments

O*Net and Self-Directed Search (SDS) Assignment
Due October 21, 2016

Students will complete the Self Directed Search. It can be found on Blackboard.

The O*Net is an online, United States Federal Government document. Google O*Net and browse. There is a choice named O*Net Interest Profiler of My Next Move. This instrument evaluates the same variables from the Holland hexagon as the Self Directed Search. Take this online interest inventory and see how it correlates with your scores from the Self Directed Search.

Students will write a 2-page essay describing the experience of completing the O*Net and SDS. Students will reflect on how well or not well the scores on the two instruments correlate with one another. In addition, students will reflect to what extent either or both instruments accurately identified their career personalities as they understand them. In addition, as a result of having completed the O*Net and SDS, students will identify clients with whom they might use these instruments and clients with whom they might not use these instruments.

This is not a formal manuscript. Therefore, students will put their names, the due date, and the information in the header of the syllabus in the header of the assignment. Pages must be numbered on the top right side of each page. APA (2010) format, Times New Roman, 12-point, double space, and left margins are required.

Myers-Briggs Type Indicator (MBTI) Assignment
Due October 28, 2016

Students will take a personality test based on Jungian theory online. The URL is http://www.humanmetrics.com/cgi-win/jes2.asp.

Students will write a 2-page essay on their thoughts and feelings regarding the MBTI and taking the short personality test based on Jungian theory. In addition, as

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a result of having completed a personality instrument based on Jungian theory and studying the MBTI, students will identify clients with whom they might use these instruments and clients with whom they might not use this instrument.

This is not a formal manuscript. Therefore, students will put their names, the due date, and the information in the header of the syllabus in the header of the assignment. Pages must be numbered on the top right side of each page. APA (2010) format, Times New Roman, 12-point, double space, and left margins are required.

**In Vivo Assignment**
**Due November 4, 2016**

Students will visit a school other than where they work. They will interview at least one professional school counselor.

Students will ask the following questions:
1. Do you have a school-wide, career counseling curriculum that is developmentally appropriate, comprehensive, and integrated across disciplines? If not, what do you have in regards to career counseling?
2. What is done in the school to enhance career awareness and preparation in an intentional way?
3. What does the school do to prepare its students for college or the world of work?
4. What would you (interviewee) like to say about career counseling in this school?
5. What dreams do you have for career counseling in this school?

This is a formal assignment. Students will prepare a formal title page. Students will write a 3-page report. Students are required to use side headings according to APA (2010) format. The side headings, which must be bolded, and page distributions are required to be as follows:

Description of School (include demographics, level, and other important information for reader) (1/2 page)

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Description of Career Counseling Curriculum or Activities (1 page)
Dreams of Professional School Counselor (1/2 page)
My Thoughts and Feelings (1 page)

Career Counseling Sequence Final Project (60% of your final grade)
Due as the Final Project at Midnight on Friday, December 2, 2016

Part One (50 points)

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. The sequence is adapted here.

Students will research each step in this sequence and prepare one-paragraph of no more than half a page explanation of each step of the sequence. They will include at least 2 references for each part of the sequence and include a reference page written in APA format (2010). Students will include a formal title page. Times New Roman, 12-point, double space, and left margins are required. The title will be The Career Counseling Sequence.

The side headings, which are bolded, will be as follows:

Initial Assessment
Self-Understanding
Making Sense of Self-Understanding Data
Generating Alternatives
Obtaining Occupational Information
Making the Choice
Making Plans
Implementing Plans
Closure/Termination

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Part Two (50 points)

1. Beginning on the next page, students will create a case, which they will enjoy applying the career counseling sequence and apply appropriate theories of career counseling (one page)

2. Students will write an essay of no more than 2 pages describing their journey with their created client. Include the parts of the sequence and theories as appropriate. Do not necessarily use all the parts of the sequence in the essay. Be creative, and make sure I know you took this course. Do not give me an essay you could have written before having taken this course.

This counseling sequence is adapted from:


Readings, Learning Module Activities, and Discussion Board Cases

Readings

Chapter readings are not assigned in the order they appear in Sharf (2013). Time spent reading the chapters is not counted as class time. The reading of chapters is homework.

Learning Module Activities

The Learning Module activities are evaluated as attendance, punctuality, and participation. Students will receive an accepted or not accepted on the Learning Modules. Students are expected to spend at least 3 hours working on the Learning Module activities each week. The Learning Module activities are completed and submitted to faubert@stthom.edu on the Word document provided. The Learning Module activities are under Learning Modules in Blackboard. Students complete the Learning Module activities on the document provided; they respond in 14-
point, bold, black print. The professor reads Learning Module activities only when students follow directions.

Discussion Board Cases
The cases related to the Learning Module activities and the assigned chapters in the text are posted on the Discussion Board. Students will discuss the cases in relation to the content of the Learning Module activities and what they read in the text. The specific directions are written above the cases.

Discussion Board assignments provide attendance, punctuality, and participation data. Each week students are required to respond to 2 learning community colleagues on the Discussion Board.

Discussion Board postings are not graded; they are accepted as graduate level work. If the postings are not graduate level work, the professor will contact the student and, if necessary, grades will be lowered at the end of the semester by an amount the professor thinks is commensurate with work missing, late, or not meeting graduate level standards. All Discussion Board work is due at midnight on the due dates, which are always on a Monday.

Readings, Learning Module Activities, Assignments, and Discussion Board Schedule

Week of October 12, 2016
This week requires mastering of the syllabus and completion of the Learning Module activities, which are due at midnight on Friday of this week. Because it is very important for students to master the syllabus, they do not have a Discussion Board posting this week. If students have any questions when they are studying the syllabus, they may call Sister Faubert at 713-525-3552 or email her at faubert@stthom.edu.

Reading
Syllabus

Learning Module Activities LM 01
LM 01 Introductory Activities
02 Work

This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD.
03 Work
04 Dominant Discourse
05 Philosophical Assumptions
06 Professional Disclosure Statement – Reading activity only.
07 Grooks – Reading activity only

**Discussion Board**

No case for the Discussion Board this week.

**Week of October 17, 2016 LM 02**

This week readings, Learning Module activities, and Discussion Board postings and responses are due at midnight on Friday of this week.

**Reading**

- Sharf (2013) Chapter 1 Introduction.
- Sharf (2013) Chapter 2 Trait and Factor Theory
- Sharf (2013) Chapter 4 Work Adjustment Theory
- Sharf (2013) Chapter 5 Holland’s Theory of Types

**Learning Module Activities 02**

LM 02 Trait and Factor Tradition activities.

**O*Net and SDS assignment** (graded)

**Discussion Board**

Case: Severo

**Week of October 24, 2016 LM 03**

The week for this week requires readings, Learning Module activities, and a Discussion Board case, which are due at midnight on Friday of this week.

**Reading**

- Sharf (2013) Chapter 6 Myers-Briggs Type Theory

**Learning Module Activities 03**

LM 03 Myers-Briggs Type Theory

**MBTI assignment** (graded)

**Discussion Board**

Case: Rose

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Week of October 31, 2016 LM 04
This week requires readings, Learning Module activities, and a Discussion Board case, which are due at midnight on Friday of this week.

Reading
Sharf (2013) Chapter 3 Occupations: Information and Theory
Sharf (2013) Chapter 7 Career Counseling in Children
Sharf (2013) Chapter 8 Adolescent Career Development
Sharf (2013) Chapter 9 Late Adolescent and Adult Career Development

Learning Module Activities 04
LM 04 Developmental Theories

In Vivo Assignment (graded)

Discussion Board
Case Ana

Week of November 7, 2016 LM 05
This week requires readings, Learning Module activities, and Discussion Board case, which are due on Friday of this week.

Reading
Sharf (2013) Chapter 13 Krumboltz’s Social Learning Theory

Learning Module Activities 05
LM 05 Career Counseling Theories Based on Learning Theories

Discussion Board
Case: Al

Week of November 14, 2016 LM 06
This week requires readings, Learning Module activities, and a Discussion Board case, which are due at midnight on Friday of this week.

Reading
Sharf (2013) Chapter 10 Adult Career Crises and Transitions
Sharf (2013) Chapter 15 Career Decision-Making Approaches

Learning Module Activities 06
LM 06 Decision-Making Theories and Models

Discussion Board
Case: Willie

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Week of November 21 LM 07
This week requires readings, Learning Module activities, and Discussion Board discussions, which are due at midnight on Friday of this week.

Reading
- Sharf (2013) Chapter 11 Constructivist and Narrative Approaches to Career
- Sharf (2013) Chapter 12 Relational Approaches to Career
- Sharf (2013) Chapter 16 Theories in Combination

Learning Module Activities
- LM 07 Newer Theories and Models

Discussion Board
- Case: Sheila

Week of November 28, 2016
Final Project is due at midnight on Friday, December 2, 2016

Helpful Sources

Professional Organization and Journal
The National Career Development Association (NCDA)
*The Career Development Quarterly*
*Occupational Outlook Quarterly* (located On-Line)

Books


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