Lifestyles and Career Development – COUN 5359 – Online – KK58
Fall, 2016

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Required Text


Required for All Writing Assignments in All Classes


Social Justice Teachings of the Catholic Church and Counselor Education Program

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
The Counselor Education Program (CEP) is an integrated program, which prepares professional school counselors and licensed professional counselors. It is based on a Freirian model of education where everyone has equal responsibility for the success of each class and the program. The CEP fosters networking and cooperation as opposed to competition. The CEP requires high standards of integrity and academic rigor. Since the MEd in Counselor Education is a professional degree, it balances academic rigor with ample practice. The classes require a great deal of reading and are conducted as seminars. Students come to the table ready to integrate their life experiences with their reading in a learning community. The CEP has an emphasis on diversity, culture, language, and issues of privilege and oppression.

We will meet face-to-face for 7 weeks. Students will spend 6 weeks on the Discussion Board in Blackboard. The content of the course will be mastered on the Discussion Board and class. Your engagement in Blackboard will influence your grade. Either of the text listed below, under required text will be accepted.

**General Description**

**EDUC 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.

Lifestyles & Career Development is also 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.

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

**Specific Competencies**

The counselor is a skilled professional who is able to:

1. Explain career development as an integral subset of human development.
2. Integrate personal, social, economic, public policy, and other factors related to workers and the world of work.
3. Integrate theories of career development and theories of career choice.
4. Plan, design, and implement lifelong career development programs.
5. Manage and steward career, education, and personal-social information sources.
6. Evaluate and disseminate career and educational information.
7. Identify, select, organize, and provide or arrange for the career and educational components of the agency, school, or institutional appraisal service.
8. Organize a career counseling center and provide career counseling and guidance.

9. Organize and manage the educational and career placement service and provide career and educational counseling and guidance.
10. Identify, assess and explain pertinent legal and ethical factors and their implications for career development.
11. Evaluate the career development program and use results to effect program enhancement by recommending school/agency improvements.
12. Understand principles of human resource development.
13. Provide services which are highly individualized; take into consideration such variables as gender, whether a person comes from a traditionally valued or traditionally devalued population, socio-political history of the group to which clients ascribe, and the social, family, and personal history of the employment of clients.
14. Understand and are able to integrate the impact that globalization has on work.
15. Are sensitive to the place that immigration has on persons and families in relation to work-related opportunities and money-making likelihood.
16. Value differences in culture, gender, beliefs, and especially the place that the world of work has in the value system of clients in the context of principles of democratic, social justice.
17. Employ efficient processes by which clients sharpen their sense of self worth and self determination in order to make personally satisfying decisions regarding career as it relates to self, significant others, and responsibility to society.
18. Are aware of the logical positivism/constructivism (phenomenology) continuum as it applies to the ways in which clients view careers.
19. Are able to adjust counseling techniques to the needs and perspectives of clients.
20. Employ techniques, which are client specific, especially, in the use and interpretation of such counseling aids as achievement tests, personality indicators, and interest inventories.
21. Place a high priority on deliberate psychological education in the process of career development and decision-making processes from the earliest school years to the retirement years.
22. Realize the significance of vocational/career counseling and advocate to promote the awareness of its importance.
23. Know how to use the technology useful in gleaning the most recent information regarding the world of work and how this impacts on clients.
24. Are engaged in the professional organizations and read the journals associated with the profession of career counseling.

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

1. Recognize and explain the interrelatedness of and importance of client integration of work and career roles and responsibilities with other life roles and responsibilities.
2. Explain concepts of and laws regarding equal opportunity and affirmative action in work and career development, emphasizing such areas as age, ethnicity, gender, health, culture, sexual orientation, and racial equity in work and career development.
3. Explain how technology and change can affect career development.
4. Explain the concept of a work ethic, for example, white Protestant, personal challenge, or fulfillment ethics.
5. Understand trends, philosophies, and the history of career development and career counseling.
6. Recognize interrelationships of economic, social, public policy, and other conditions and factors affecting the size, composition, and sustainability of the workforce.
7. Explain systems for classifying occupations, industries, and skill/expertise levels required for various occupations.
8. Research and explain strengths and limitations of established and emerging theories of career development and career choice.
9. Demonstrate theory application and interventions in a manner that adapts theory to clients.
10. Explain interrelationships of educational, career, leisure, and overall human development across the life span.
11. Explain the fundamental importance of self-understanding and positive self-concepts, and strategies for lifelong career education and development, for example, American School Counselor Association, National Career Development Guidelines, and Secretary’s Commission on Achieving Necessary Skills.
12. Explain the fundamental importance of literacy and communication in career development.
13. Differentiate data, information, knowledge, and wisdom as they apply to decision making, noting, for example, how some decisions require only data, some require information, whereas important decisions require wisdom.
14. Help staff, clients, and significant others recognize and modify career stereotypes.
15. Evaluate standardized and non-standardized assessment instruments and procedures in terms of validity and reliability for populations served and schools and agencies’ career development program goals and objectives.
16. Maintain and use appropriate manuals, forms, and guides to career assessment.
17. Effectively use client personal, psychological, educational cultural, including language skills, and occupational data in career counseling and coaching.
18. Conduct individual and group career counseling sessions.
19. Help clients manage and expend personal and cultural assets in decision making according to client priorities so that important decisions get best client decision-making assets and energy.
20. Establish cooperative relationships between school and agency personnel and the management of local resources such as personal interaction, state workforce commissions, selected private employment services, employment offices of selected local employers, and employment training programs sponsored by federal, state, and local agencies.
21. Understand and abide by ACA, ASCA, NCDA, and school/agency ethical standards as they relate to all facets of facilitating career development.
22. Research data necessary for effective program improvements, for example, interpreting results and disseminating findings. Use information for organizational renewal.
23. Evaluate outcomes of specific human resource development programs.
24. Understand and be able to apply in individual and group settings the traditional and more recent theories of career counseling in the context of the current understanding of human growth and development.
25. Be able to employ the internet in obtaining work related information. To be able to use the internet to clarify understanding of the impact of globalization on work.

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

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

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

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

30. Become acquainted with the current computer assisted programs, which are helpers to career counselors and their clients.

31. Be able to plan a career counseling program including the designing of an appropriate space for career counseling in any setting where such a program and space is helpful.

32. Develop an appreciation for the research on which the theories of career counseling depend for their validity and reliability and to begin to appreciate alternative research methods, which might be helpful in doing career research.

33. Develop knowledge of professional organizations including membership benefits, activities, services to members, and current emphases.

34. Use the internet in coordinating and communicating with professional organizations and networking.

35. Explain professional organization roles and activities.

Pedagogy

EDUC 5359 Lifestyles and Career Development uses a Freirian model as its pedagogy. Consequently, the professor believes that 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 and in the Counselor Education Program.

The role of the professor is to come to class prepared, to facilitate conversations, and comment on presentations and career counseling role plays. The role of students is to master the readings and research in order that they can have a scholarly conversation with their classmates and the professor. Discussions take place in the classroom and on-line in a learning community.

EDUC 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 peers and professor in a learning community.
Students will acquire knowledge, abilities, and skills related to traditional and current theories and perspectives in career development, including, but 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, but 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 peers and professor. Students will classify and analyze feelings, attitudes, and perceptions toward counseling as their potential profession. They will become cognizant of feelings, attitudes, and perceptions toward potential clients who are different from them.

3. **Behavioral.** The behavioral components of this course include, but are not limited to, demonstrating appropriate boundary setting, self-disclosure, completing assignments with masters level work, and performing with integrity at all times. The capstone behavioral experience is the successful completion of a comprehensive, take-home, final examination.

Students will develop increase knowledge, abilities, and skills in counseling as they relate to legal and ethical practice. They will become acquainted with the professional organizations in the areas of counseling of special interest to them.

Students will master the use of Blackboard as it relates to this course.

**Evaluation/Grading**

**Modified Contract System**

COUN 5359 Lifestyles and Career Development uses a modified contract system:

1. If students are not meeting requirements in class, the professor will have a private conversation with them. Students will be asked to make an appointment with the professor, and the situation will be addressed.
2. The requirements for each assignment are either met or not. The evaluations of written work are either accepted or not accepted. Accepted means that the knowledge, abilities, and skills demonstrated by the assignment have been mastered (master’s degree work). Not accepted means that the knowledge, abilities, or skills represented by the written assignment have not been mastered (not master’s degree work). Students e-mail assignments to the professor no later than midnight on the day due. No assignments will be accepted late; in the summer meeting deadlines is essential.
3. In order to receive a B in this course, all work must be accepted on time. In the summer, all must be on target. There is no time to submit work late. Presuming all work has been accepted by the professor, and if students earn at least an 80% average on the final examination, they can earn a B in this course. If students earn at least a 92% average, they can earn an A in the course. Other variables, for example, tardiness or absence, can result in the lowering of grades at the discretion of the professor. Violations of integrity including
plagiarism result in failure of the course and possible dismissal 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.

Grades:

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<tr>
<th>Class Activity</th>
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<tbody>
<tr>
<td>Discussion-Assignment</td>
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<tr>
<td>Blackboard Discussion Board</td>
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<tr>
<td>Power point presentation</td>
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<tr>
<td>Role Play/Role Play Reflection</td>
<td>15%</td>
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<tr>
<td>Final Paper Career Autobiography</td>
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<td>Final Examination</td>
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Total = 100% (100 points)

Retention in the Counselor Education Program

For retention in EDUC 5359 Lifestyles and Career Development and in the Counselor Education Program “candidates 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. The responsibility of gate-keeping on the part of the director of the Counselor Education Program at the University of Saint Thomas protects the students, the degree, the university, and the profession.

The Counselor Education Program 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 a student or dismiss a student from the Counselor Education Program who violates the honor system.

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. Consequently, the professor has the discretion to fail in this course or dismiss from the Counselor Education Program 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 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.

In other words, plagiarism involves copying from a source without using the proper APA Publication Manual (2010) notation. If you quote no more than 40 words, you are required to use quotation marks and provide the page number(s). If you quote more than 40 words, you must indent and provide the source and page number(s). A whole lot of copying is not considered masters level work even if you cite it properly.

**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.
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.

**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.

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

**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.

Adjustments may be made to the Syllabus if necessary. You will be informed in advance of if an adjustments will be made.

**Assignments**

**Class Activities  15%**

There will be class activities in each Module. You will be graded for each.

**Class Discussion:  10%**

There will be class discussion for each presenter’s Power Point in Discussion Board, which is separate from your weekly “Discussion Board” assignment.

**Power Point Assignment – 15%**

You (the student) will choose a topic and do a 30 minute power point; not less than 22 slides; on one of the topics below. You are encouraged to bring a variety of outside information resources (videos, etc.) that will enhance the presentation and make for a rewarding educational experience. How you present your Power Point will determine your grade.

**Important Theories:**

1. Trait and Factor Traditions
   a. Frank Parsons’s Trait and Factor Theory –
   b. Lofquist & Dawis’s Theory of Work Adjustment –
   c. John Holland’s Career Theory of Personality Types and Environments
2. Anne Roe’s Personality Development and Career Choice
3. Edward Bordin’s Psychodynamic Model of Career Choice
4. John Krumboltz’s Social Learning Theory of Career Development (SLTCD) and Learning Theory of Career Development (LTCC), the update of SLTCD.
5. Donald Super’s A Life-Span, Life-Space Approach to Career Development
6. Lawrence Hotchkiss and Henry Borow’s Sociological Perspective on Work and Career
7. Anna Miller-Tiedeman and David Tiedeman’s Career Decision Making: An Individualistic Perspective
8. Theories of Career Decision Making
d. Cohen’s Four-Step Model of Decision Making
e. Gati’s Sequential Elimination Approach to Decision Making
f. Gelatt’s Model of Decision Making
10. Linda Gottfredson’s Developmental Model for Career Counseling
11. Social Cognitive Career Theory – Integration of Bandura, Krumboltz, and Hackett and Betz
12. Leong and Hartung’s Integrative Sequential Conceptual Framework for Career Counseling
13. Fouad and Bingham’s Culturally Appropriate Career Counseling Model and Gold, Rotter, and Evans’s Out of the Box Model of Career Counseling
14. Human Capital Theory

Directions for presentation are as follows:

2. Find five scholarly sources from peer reviewed journals in the Doherty Library (on-line) related to the theory.
3. Make sure you integrate issues of culture and diversity into your presentation.
4. Include APA style references of your sources during your presentation.
5. Describe clients who may be helped by the use of this theory.
6. Describe clients for whom this theory might be of little or no help.
7. What ways could you adapt this theory for clients who are not linear or logical positivists, that is, are more circular and phenomenological.
8. Engage your cohort in conversation.

Schedule for Theory Presentations – Attach in Blackboard: Discuss in Discussion for class participation grade.

10/17/16

Presenter: Felicia Hill
Theory: John Holland’s Career Theory of Personality Types and Environments

Presenter: Elissa Korsakov
Theory: Lofquist & Dawis’s Theory of Work Adjustment
10/24/16

**Presenter: Mariana Ocequera**  
Theory: Linda Gottfredson’s Developmental Model for Counseling

**Presenter: Johana Saenz**  
Theory: John Krumboltz’s Social Learning Theory of Career Development and Learning Theory of Career Development (LTCC), the update of SLTCD.

10/31/16

**Presenter: Ashley Talbott**  
Theory: Social Cognitive Career Theory – Integration of Bandura, Krumboltz, and Hackett and Betz

**Presenter: Tracie Vickery**  
Theory: Donald Super’s a Lifespan, Life-Space Approach to Career Development

11/7/15

**Presenter: Sheena Wilson**  
Theory: Lawrence Hotchkiss and Henry Borow’s Sociological Perspective on Work and Career

11/14/16

**Presenter: Jessica Whitt**  
Theory: Frank Parsons’s Trait and Factor Theory

11/29/116

**Presenter: Mary Sullivan**  
Theory: Anna Miller-Tiedeman and David Tiedeman’s Career Decision Making: An Individualistic Perspective

**Presenter: Theory:**  
Anne Roe’s Personality Development and Career Choice

**Counseling Role-Play Assignment/Reflection - 15%**

You, the student will complete 5 Videos of your Counseling sessions; (One per week, beginning with the 2nd week of online classes.) role play assignment and **submit it in YouTube.** You will also write a 1 page Reflection of the counseling session. You (student) will demonstrate counseling sessions with whomever you desire. It just cannot be with the same person. You (the students) will also demonstrate that you can use the microskills effectively. Level III reflection of content and feeling, paraphrasing,
summarizing, and probing with declarative sentences will be demonstrated. Each student will have the opportunity to role play the counselor.

**Students will write a one-page reflection on the role-play experience as a counselor. You will attach your role play assignments in the Learning Modules 2 - 6.**

**Empathic Rating Scale**

For those students who have not had EDUC 5366 Counseling Theories and Approaches, this is the empathic rating scale. A Level 3 response is a helpful response. Level 2 is not helpful and not hurtful. Level 1 is hurtful.

**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.

**Discussion Board – 15%**

There will be 6 weekly Blackboard (Bb) assignments. The Discussion Board will open the night after our class meeting and will close the night before the next class meeting. All on-line Discussion Board
assignments must be completed during the week that they are assigned. Directions for on-line discussion are in your Blackboard.

**Final Paper - Career Autobiography Assignment - 15%**

**Career Autobiography Assignment Directions**

You, the student will think about your earliest recollections of career considerations. You 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. In your paper, you will discuss:

1. how you made this decision;
2. why you made this decision
3. who influenced your options and choices;
4. what does your Career choice have to do with this course;
5. Why you chose to be a school counselor?
6. What does being a School counselor have to do with this course?
7. Should school counselors be culturally sensitive?

You will then analyze your career choice by using at least two of the theories discussed in the text. At least one of the theories used, must be Myers-Briggs Type Indicator theory as presented in Chapter six of the text. In addition to the text, you the students will list three or more peer-reviewed journal articles. Maximum credit for this assignment is based upon the gravity and specificity you employ in analyzing your autobiography.

The autobiography must be at least 5-8 pages in length, written in Times New Roman, 12 pt. font, double space, and left margin. Career Autobiographies are due on the last day of class. **Due the last class meeting.**

**Final Exam – 25%**

There will be a take home final Exam, issued at the last class meeting.

**Stages of Career Counseling**

1. Initial Assessment
2. Self-Understanding
3. Making Sense of Self-Understanding Data
4. Generating Alternatives
5. Obtaining Occupational Information
6. Making the Choice
7. Making Plans
8. Implementing Plans
9. Closure/Termination
**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](http://www.bls.gov/oco). This is updated every six months.

**Professional Organization and Journal**

The National Career Development Association (NCDA)

*The Career Development Quarterly* (located in MLY 115 and On-Line through Doherty Library)

*Occupational Outlook Quarterly* (located 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)
- O*Net Online

Sharf (2013) Appendix A  CACREP Standards  471
Sharf (2013) Appendix C  Web Sites  475

**Helpful Sources**


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<tr>
<th>Session</th>
<th>Instructional Focus</th>
<th>Assignments</th>
<th>Assignment Due Dates</th>
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<tbody>
<tr>
<td>Week 1 –</td>
<td>Sharf: Chapter 1-3</td>
<td>Familiarize yourselves with Bb and where assignments are.</td>
<td>Assignments are due the week They are assigned except Power Point (PP) Presentations. Please see Assignments below in different Modules.</td>
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<tr>
<td>Orientation Module &amp; Learning Module 1</td>
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<td>Chapter Readings Class Activity</td>
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<td>Class Activity – Orientation Quiz</td>
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<td>Week 2</td>
<td>Sharf: Chapter 4 - 5</td>
<td>Discussion Board: Chapter Readings Class Activity</td>
<td>PP Presentations: Hill, F; Korsakov, E Week of 10/14 – 10/21, 2016</td>
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<td>Discussion Board: Mission Statement Chapter Readings Class Activity</td>
<td>PP Presentations: Ocequera, M; Saenz, J. Week of 10/21 – 10/28</td>
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