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.

Required Texts


Student References
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)
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.

**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, and 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.

**Course Guidelines**

*Use of UST Email Accounts:* All email correspondence will be through the mystthom email system. Please check your email through your mystthom account daily for correspondence and announcements.

*On-Time Requirements for Assignments*
All assignments must be submitted on the date stated within the syllabus. If students cannot meet these dates for exceptional reasons, students and the professor may renegotiate the due date for major assignments. This does not include contacting the professor the day before the assignment is due requesting an extension. **Renegotiation of the due date will occur under extenuating circumstances. Otherwise a 10-point deduction per late day will apply.** The student and professor must have this conversation **before** the assignment is due.

*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. When there is an acceptable reason for not being able to take the final examination on the day prescribed 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 (2014) of ACA, the ASCA Ethical Standards for School Counselors, and the Code of Ethics and Standard Practices for Texas Educators. 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. Integrity includes commitment to the Counselor Education Program. Commitment is demonstrated by punctuality, presence, preparedness, participation, and generosity with colleagues by sharing and networking in the learning community.
**Plagiarism**

Plagiarism is taking credit for any thought, idea, or work that does not come from the student. When writing any paper, reference information, websites, books, etc., the APA Manual (2010) rules for citing and referencing must be followed. Copying a paragraph or more or changing words here and there is plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while you write. Graduate level work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work.

**ADA Statement on Disabilities**

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

**Course Assignment Requirements**

**Career Counseling Role-Play**

Students will form a dyad (there will be one group of 3). For ten minutes in class, students will demonstrate a career counseling focused session illustrating an issue in the domain of this course. One student will role-play the counselor, and the other student will role-play the client. Students will then change roles and demonstrate another counseling session role play illustrating an issue in the domain of this course. Students will focus on a course related issue. Issues to be presented include Self Understanding, Generating Alternatives, Making the Choice, and Implementing Plans. *Your group topics are assigned within the syllabus calendar.*

Students will demonstrate that they can use 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, and each student will have the opportunity to role-play the client. After each session, shared observations, evaluation, and reflection will occur led by the professor.

Students will write a one-page reflection on the role-play experience as a counselor and a one-page reflection on the role-play experience as a client and submit these two pages to the professor by e-mail by Sunday afternoon following the counseling role play. Times New
Roman, 12-point, double space, and left margin are required. Students will not submit a title page; they will place their names, the date, the sequence (for example, Making Sense of Self-Understanding Data), and page number in the header.

**Career Counseling Topic Presentation**

Using Sharf, (2013) Applying career development theory to counseling (6th ed.), students will provide a 20-minute presentation covering the topic assigned. To enhance and engage the class, students must use the assistance of computer technology. This computer-aided technology could be power point presentations, a web pages, video blogs, or a combination of technologies. Students will include a minimum two-page summary to provided to the audience, following APA guidelines. For course pace, students are strongly encouraged to maintain completion within 20 minutes. It is required that the presenter engage the other students in conversation. Topics will be selected during the first class session.

**Career Autobiography**

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 six of the text. In addition to the text, students will list three or more peer-reviewed journal articles. 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 and follow APA guidelines.

**Blackboard Reflection**

Students will write at least a five sentences paragraph on the chapters as specified on due dates. This response will reflect the relationship between content in the chapters and student’s future as a professional counselor. Note, all reading assignments are taken from the text, Sharf (2013). The students’ response will be submitted to the professor in Blackboard and are due the Sunday following class by midnight.

Students are expected to participate in all course module discussions. Lack of participation in discussion boards and assignments will result as an absence including the renegotiation of this contract. Two absences will result in a reduction in grade. Three absences will result in an F in this course. The student is encouraged to communicate with the professor at all times.

**Final Exam**

The final exam will be in essay format. This exam will be electronically delivered to the student the last week of the course term. The exam is open-book format.
Grading

Assignments Points
1. Blackboard Reflection 14 (2 points each week)
2. Career Counseling Role Play 20
3. Career Counseling Topic Presentation 20
4. Career Autobiography 16
5. Final Exam 30

Total Possible Points 100

Criteria for Grading Written Work
- APA guidelines are required for any written assignment
- Addresses the topic with accuracy and insight
- Writing skills are expected to be at a graduate school level
- Follow guidelines described in syllabus
- Presents material in a clear and logical manner
- Gives evidence of ability to synthesize information from various sources to support the topic
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly
- Is on time. Late work will result in grade reduction.

General APA guidelines must be used for all written papers
- Times New Roman
- Font 12 pt
- Indent new paragraphs five spaces or tab.
- Double space the entire paper, including between paragraphs
- Margins - 1" top, bottom, left and right
- Use no more than three lines for your name, assignment, date on title page
- Be sure to use your APA 6th edition manual

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| 1       | March 9    | Blackboard Course Module 1  
|         |            | □ Syllabus  
|         |            | □ Course Introduction  
|         |            | □ Chapter 1: Introduction  
|         |            | Selection of Presentation Topics  
|         |            | Assignment of Role Play Groups  
|         |            | BB Reflection Due Sunday by Midnight |
| 2       | March 23   | Blackboard Course Module 2  
|         |            | □ Chapter 2: Trait & Factor Theory  
|         |            | □ Chapter 3: Occupations: Information & Theory  
|         |            | Topic 1 Presentation Due  
|         |            | Topic 2 Presentation Due  
|         |            | BB Reflection Due Sunday by Midnight |
| 3       | March 30   | Blackboard Course Module 3  
|         |            | □ Chapter 4: Work Adjustment Theory  
|         |            | □ Chapter 5: Hollands’s Theory of Types  
|         |            | Topic 3 Presentation Due  
|         |            | Topic 4 Presentation Due  
|         |            | Group 1: Role Play (Self Understanding)  
|         |            | BB Reflection Due Sunday by Midnight |
| 4       | April 6    | Blackboard Course Module 4  
|         |            | □ Chapter 6: Myers-Briggs Type Theory  
|         |            | □ Chapter 7: Career Development in Childhood  
|         |            | Topic 5 Presentation Due  
|         |            | Group 2: Role Play (Generating Alternatives)  
|         |            | BB Reflection Due Sunday by Midnight |
| 5       | April 20   | Blackboard Course Module 5  
|         |            | □ Chapter 8: Adolescent Career Development  
|         |            | □ Chapter 9: Late Adolescent and Adult Career Development  
|         |            | Topic 6 Presentation Due  
<p>|         |            | Group 3: Role Play (Making the Choice) |</p>
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<th>Date</th>
<th>Topic</th>
<th>Presentations Due</th>
<th>Assignments Due</th>
<th>Professional Organizations</th>
<th>Professional Journals</th>
<th>Additional Course References</th>
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| April 27 | Blackboard Course Module 6 | Chapter 10: Adult Career Crisis and Transitions  
|         |                              | Chapter 11: Constructivist and Narrative Approaches to Career Development  
|         |                              | Chapter 12: Relational Approaches to Career Development | Topic 7 Presentation Due  
|         |                              | Senior 4: Role Play (Implementing Plans) | | Professional Organizations | Professional Journals | Additional Course References |
| May 4  | Blackboard Course Module 7  | Chapter 13: Krumboltz’s Social Learning Theory  
|         |                              | Chapter 14: Social Cognitive Career Theory  
|         |                              | Chapter 15: Career Decision – Making Approaches | Topic 8 Presentation Due  
|         |                              | Topic 9 Presentation Due  
|         |                              | Career Autobiography Due  
|         |                              | Final Examination Available via Blackboard | Final Exam is Due: May 7, 2017 | Professional Organizations | Professional Journals | Additional Course References |

**Professional Organizations**

American Counseling Association (ACA)  
Texas Counseling Association (TCA)  
American School Counseling Association (ASCA)

**Professional Journals**

*Journal of Counseling & Development*  
*Journal of the School Counselor*  
*The National Career Development Association (NCDA)*  
*The Career Development Quarterly*  
*Occupational Outlook Quarterly* (located On-Line)

**Additional Course References**


