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

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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 6 hours per week writing the Learning Modules and being on the Discussion Board. The readings and assignments are not considered class time; they are out-of-class requirements. The accrediting body SACScoc allows a final project to take the place of a final examination; hence, in this course, 45 hours is required across the Compressed Track. 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 Manuscripts


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. In a word, this is a 21st century course.

COUN 5359 Lifestyles and Career Development is designed to enable counselor education students to understand the psychosocial dynamics of career development, choice, and the

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COUN 5359 Lifestyles and Career Development

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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 and Career Development raises awareness among counselor education 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 United States 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.
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 issues such 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.

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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.
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 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.

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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.

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 philosophy 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. Students notice the integration of life experience and theory learning when they write the Learning Modules. The more the theories can be related to the lived

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experience of students the easier they are to remember and apply with adaptation to the contextual reality of clients.

The role of the professor is to assign readings, create and post appropriate Learning Modules and content for the Discussion Board. Student Learning Modules and assignments are returned with ample feedback and the Discussion Board is monitored and not graded. The final project is graded. The professor encourages students to learn for its won sake and not for grades.

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. Students complete Learning Modules and assignments on a graduate level. Students work to think of themselves as scholars who master their profession.

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

1. **Cognitive.** The cognitive components of this course include, but are not limited to organizing, researching, integrating, creating, writing, and entering into academic, professional conversations with colleagues and professor in a learning community. In order to prepare counselor education students for success as professional counselors, 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 United States English, persons who have immigrated to the United States, 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 colleagues and professor. Students will classify and analyze feelings, attitudes, and perceptions toward professional 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, but 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 final project.

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Students will exhibit increased knowledge, abilities, and skills in professional counseling practices as they relate to legal and ethical practice of career counseling. They will demonstrate knowledge of the professional organizations in the areas of counseling of special interest to them in the domain of career counseling. Students will provide evidence that they have mastered the use of Blackboard as it relates to this online course.

**Success in COUN 5359 Lifestyles and Career Development**

For success 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 legal, ethical, competent manner.

**Integrity**

Integrity is the most important quality for success in this course. 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 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. The ASCA *Ethical Standards for School Counselors* (2016) is helpful to professional school counselors.

**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

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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 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. 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).

Predatory Journals

Succinctly, a predatory journal is one which will publish an author’s article without an editorial board reviewing it, offering suggestions for editing, or accepting or rejecting the article for publication. In addition, predatory journals require payment upfront for publication. If students are not familiar with a journal, the professor’s suggestion is they Google the name of the journal. Especially, if an unfamiliar journal has a volume number

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less than 12, authors are suspicious and look up the journal. The professor forbids the use of predatory journals in any work students do.

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 functions on the honor system. Students are expected at all times to meet the requirements of the honor system. Requirements include, but are 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 United States English is not their first language and in preparation to work with clients for whom United States English is not their first language. The professor is always available to assist students who might need help with written United States English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course.

The professor of this course knows that taking an online course can be especially anxiety provoking for students for whom United States English is not their native 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 United States 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 United States 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 requires 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 United States English or who are members of populations who have historically been victimized by racism, gender discrimination, or other factors. Depth requires demonstrating a clear understanding of the differences among guessing, knowing, and professional judgment. Graduate level work integrates the domain of the course with graduate students’ lived experiences both personal and professional while keeping appropriate boundaries.

**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 multiple 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. Graduate students are able to integrate ethical standards into every aspect of this course.

**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 Lifestyles and Career Development OL:

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 meeting Discussion Board requirements, completing Learning Modules, 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 and responses, 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 or responses are not acceptable. Learning Modules are completed on the posted documents in bold, black print using 14-point. Learning Modules are accepted as graduate level work or not. Assignments are evaluated as graduate level work or not. The Career Counseling Sequence Final Project is graded. When students have submitted and had accepted all Discussion Board postings and responses, Learning Module activities, and Assignments, they have earned a B in the course. All other things being equal, the Career Counseling Sequence Final Project determines whether students earn an A or a B in the course.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>73-75%</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
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<tr>
<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.

6. 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.
Assignments

Self-Directed Search (SDS) and Occupational Information Network (O*Net) Assignment
Due March 26, 2018 at midnight.

Students will complete the SDS. It can be found on Blackboard. If students cannot find it, they may contact the professor, and she will provide help.

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 SDS. Take this O*Net online interest inventory and see how it correlates with your scores from the SDS.

Students will write a 2-page essay describing the experience of completing the SDS and O*Net. 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. Finally, as a result of having completed the SDS and O*Net, 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 and the due date in the header. They will also make sure their pages are numbered in the upper right portion of the header. The title of the manuscript is Self-Directed Search (SDS)/Occupational Information Network (O*Net), which is centered but not bolded. Times New Roman, 12-point, double space, and left margins are required.

Occupational Outlook Handbook (OOH) Assignment
Due April 16, 2018 at midnight.

Students will find the OOH on the internet. Students will peruse the OOH and familiarize themselves with its content and format. Students will write a one-page essay explaining how this source might have helped them when they were thinking of a career. In another paragraph, students will explain how they might use this instrument with one of the cases included in this syllabus. Students will make sure they are clear about which case they have chosen.

This is not a formal manuscript. Therefore, students will put their names and the due date in the header. They will also make sure their pages are numbered in the upper right portion of the header. The title of the manuscript is Occupational Outlook Handbook (OOH), which is centered but not bolded. Times New Roman, 12-point, double space, and left margins are required.

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In Vivo Assignment
Due April 23, 2018 at midnight.

Students will visit a school, business, agency, or private practice where career counseling is done. If students do not visit a school, this is an opportunity to visit a site where professional school counselors might refer student-clients. Students may not use the site where they work. They will interview at least one professional. As students visit and write, they think of how they would think and feel if they were receiving services from this site.

This is a formal, academic manuscript. Students will prepare a formal title page. Students will write a report in APA (2010) format including Times New Roman font, 12-point, double space, and left margin. The header on the title page includes the phrase “Running head:” and the header on subsequent pages do not include this phrase. The title is repeated and centered on page 2; it is not bolded. The title is the name of the site visited. The side headings, which are bolded are

- Description of Site (one-half page)
- Credentials and Role of Interviewee (one-half page)
- Nature and Extent of Services (one page)
- Facilitators and Inhibitors to Career Counseling Services (one page)
- My Thoughts and Feelings (one page)

Note: Do not exceed the total number of assigned pages. The professor will not read any more than 4 pages. More is not better. Facilitators answer the question: What would make me want to come back for career counseling at this site? Inhibitors answer the question: What would make me make the decision not to return to this site?

Final Project

Note: This final project takes the place of a final examination. It is graded and determines whether students earn an A or B in the course, all other things being considered. It behooves students to remember more is not better. Each part has equal weight toward the final grade for the final project.

Career Counseling Sequence Final Project
Due no later than May 5, 2018 at midnight.

Part One

There is more than one way to think of the career counseling sequence. One way follows; it is somewhat more linear than real life, but it provides a context in which to think of career
counseling. For each step of the sequence, Prepare one-paragraph of no more than half a page explaining the specific step in the sequence. Include at least one reference for each part of the sequence; use only peer-reviewed journal articles or scholarly books. Include a reference page written in APA (2010) format. Students will include a formal title page. Times New Roman font, 12-point, and double space are required. The title is The Career Counseling Sequence; the title is centered and not bolded. The side headings, which are bolded, will be as follows:

Initial Session
  Developing Self-Understanding
  Generating Alternative Possibilities
  Obtaining Occupational Information
  Choosing
  Making and Implementing Plans
  Closure/Termination

Note: The professor will read no more than 4 pages. More is not better. In order to earn an A in this final project, APA (2010) format is required.

Part Two

1. Beginning on the next page, students will choose one of the cases they considered on the Discussion Board.

2. Students will write an essay of no more than one page describing how they will work with this client: they will include information about what theory or theories they will apply, any adaptations needed, and the place in the sequence in which counselor and client are working. Cultural and diversity issues are required to be included in this essay.

3. Students will write a two-page dialogue illustrating the use of the theory or theories discussed in the essay and demonstrating the use of the place in the sequence described in the essay. Students will single space the words of the counselor and client and double space when speakers change.

This syllabus was prepared by Sister Marie Faubert, CSJ, EdD and Dr. Emiliano Gonzalez, PhD.
Readings, Learning Module Activities, and Discussion Board Cases

Readings

Chapter readings are not assigned in the order they appear in Sharf (2013). Except for the chapter on the MBTI, chapter readings are supplementary to the instruction and directives in the Learning Modules.

Learning Modules

The Learning Module activities (LMs) are evaluated as attendance, punctuality, and participation. Students will receive an accepted or not accepted on the LMs. Students are expected to spend at least 3 hours working on the LMs each week. The LMs are completed and submitted to faubert@stthom.edu as the same Word document as provided. The LMs are located under Learning Modules on BB. In summary, students complete the LMs on the document provided; they complete the LMs in Times New Roman font, 14-point, bold, black print. The professor reads LMs only when students follow directions. Only when students follow directions will students earn credit for their LMs.

Discussion Board Cases

During weeks one and two students will be working on LM 01. After students read and complete the LM activities, they will write no more than 100 words demonstrating how the LM readings and activities are related to the given case for each of the two weeks.

Beginning with week three, there are 6 different LMs (LM 02 through LM 07), each of which describes and explains a family of theories or models. Each of these 7 descriptions or explanations has a case assigned to it. Students will discuss how the week’s family of theories, single theory, or models can be applied to the given case with necessary adaptation. Students may choose one theory or model among the family of theories or models presented for the given week: Students will reply to two colleagues each week.

- Students will write no more than 75 words explaining how they will apply the chosen theory or theory family or model to the case. How students adapt theory or theory family or model to case is required.
- Students will write a dialogue between them and the client illustrating the application of the theory or theory family or model to the client. They will write no fewer than 10 exchanges and no more than 15 exchanges.
- Students will reply to two colleagues in the learning community each week.

The DBs and responses are written in Times New Roman font, 14-point, and bold, black print.

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Schedule

**March 8, 2018 Introduction**
Students will **master** the syllabus. If students have any questions, they may email the professor at faubert@stthom.edu.

**March 12, 2018 LM 01**
**Reading**
- Sharf (2013) Chapter 1 Introduction
**Learning Module 01**
- 01 Work
- 02 Work
- 03 Dominant Discourse
**Discussion Board 01**
- Case of Sylvia

**March 19, 2018 LM 01 (continued)**
**Reading**
- Sharf (2013) Chapter 3 Occupations: Information and Theory
**Learning Module 01 (continued)**
- 04 Philosophical Assumptions
- 05 Professional Disclosure Statement – Read only.
- 06 Grooks and 06 Activity with Grooks
**Discussion Board**
- Case of Matilda
- Case of

**March 26, 2018 LM 02**
**SDS/O*Net assignment is due.**
**Reading**
- 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 02**
- Trait and Factor Tradition activities.
**Discussion Board 02**
- Case of Severo

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April 30, 2018 LM 07
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 LM 07
Newer Theories and Models

Discussion Board 07
Case of Sheila

May 5, 2018
The Career Counseling Sequence Final Project is due at midnight.

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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Sister Faubert with the Veterinarian in Charge of the Guadalajara, Mexico Zoo.

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