UNIVERSITY OF TEXAS AT TYLER
Department of Psychology and Counseling
COUN 5335: Career Counseling and Assessment
Summer 2015

Instructor: Diandra J. Prescod, Ph.D, NCC, ACS
Office: HPR 212
Office Hours: Wednesday 2:00-5:00p (and by appointment)
Phone: 903-565-5747 (campus)
E-mail: dprescod@uttyler.edu

COUN 5335.560 (Virtual)

Required Texts:

Other required selections (e.g., journal articles) assigned by the instructor.

Note: Students are expected to read assigned chapters/articles prior to each class meeting.

Recommended Readings:

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Catalog Description:
Interrelationships among lifestyle, workplace, and career planning are explored. Overview of principles and practices of guidance and counseling in schools as they relate to the curriculum, guidance services and the counseling process is taught. Techniques for assessment of career aptitudes, interests, values and personality provide an opportunity for in-depth self-study. Attention is given to career theories and techniques for facilitating career development.
Recommended:
PSYC 5312.

Student Learning Outcomes & Assessments:
This course will introduce students to career counseling theories, assessment tools and techniques, and application of theories to working with individuals within the context of different settings. Through readings, class exercises, and community outreach projects included in this course, students will:

1. Demonstrate a working knowledge of career development theories and decision-making models.

2. Be able to use career, a vocational, educational, occupational, and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems.
3. Develop an understanding of career development program planning, organization, implementation, administration, and evaluation.

4. Conceptualize the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

5. Demonstrate competency in career educational planning, placement, follow-up, and evaluation.

6. Build a list of appropriate electronic, web-based resources for use with specific populations.

7. Demonstrate sensitivity to gender, multicultural, sexual orientation, and other related issues that may be appropriate to consider in career development, counseling, and assessment.

8. Demonstrate competence in counseling within the legal and ethical standards of the profession.

Texas School Counselor Competencies
Competency 005
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

The beginning school counselor:
• Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.
• Applies knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).
• Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
• Demonstrates an understanding of theories, models, principles, and practices of career development.
• Demonstrates knowledge of appropriate resources, including technological tools, to promote students' development of skills and knowledge in the developmental guidance curriculum.
• Knows how to facilitate students' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals.

Course Requirements: Points:
| Participation                          | 80 |
| Career Identity Autobiography         | 100|
| Career Development Inventory          | 20 |
| Future Career Goals Action Plan       | 100|
| Final Exam                            | 100|
| **Total**                             | **400**|

Grading Scale:

A  400-360
B  359-319
C  318-278
D  277-237
F  < 236
Course Requirement Descriptions
All assignments must be typed in 12-point New Times Roman font & in APA format with the rubric attached

1. Participation in Discussion Boards (100 pts.): You are required to actively participate in discussion boards to enhance the learning process and outcome. In order to receive credit you need to participate at least 3 times in each discussion board.

2. Career Identity Autobiography (100 pts.): You will write a paper that provides an overview of your career development process to date, including the persons and events that have helped shape you. Think about your earliest concept of careers, first career dreams, what you want to be at different times (elementary school, middle school, high school, college), who influenced you, why did not didn't you change your mind, specific incidents of activities that sparked interests, external messages and expectations, and all work experiences over time. What types of work or career values were modeled in your family? What role did educational experiences, teachers, or other members of your social circle play in shaping your career beliefs and interests? What role did social or political events play? How have gender, religious beliefs, culture, race, social class, etc., shaped your career identity? What role did the media play? What impacts have part-time jobs, full-time jobs, and/or volunteer experiences had? What other aspects of your life have impacted your professional identity? Address these questions in summarizing and analyzing how you have come to develop your career identity and aspirations.

The paper is due 6/8/15 and should be in APA format (cover page, double spaced, 12-point TNR font, 1” margins, and 4-5 pages in length.)

3. Future Career Goals Action Plan (100 pts.): You will outline your educational and professional goals for the next 5 years and develop a plan of short and long term goals. Consider and address the information you will need to reach each goal, what research you will need to conduct, what websites you will need to visit, what individuals/institutions/certification committees you will need to contact, etc. Your plan should include an educational/credentialing/continuing education plan, specific job search strategies, and interview preparation activities, as well as editing, optimizing and submitting your resume based upon techniques addressed in the workshop. A timeline of these activities should be addressed as well. The paper is due on 7/6/15, should be in APA format and 3-4 pages long.

4. Final Exam (100 pts.): At the end of the semester, a final exam will be given. This exam is cumulative and will cover material from the entire course including: lectures, student presentations, guest lectures, as well as information from the text and assigned readings. The format of this exam will include multiple choice, short answer, and essay.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY. WORK HANDED IN LATE WILL BE GIVEN NO MORE THAN HALF CREDIT.

HELPFUL WEBSITES:
American Counseling Association (ACA) www.counseling.org
Association for Specialists in Group Work (ASGW) www.asgw.org
American School Counselor Association (ASCA)  
International Association of Marriage and Family Counselors (IAMFC)  
American Mental Health Counselor Association (AMHCA)  
National Association of School Psychologists (NASP)  
National Board of Certified Counselors (NBCC)  
Council for Accreditation of Counseling and Related Education Programs  
Chi Sigma Iota

THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS, AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER
<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topics/ Class Plans</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5/18-5/22  | Welcome, Introductions  
Introduction to Career Development Interventions | Chapter 1 |                  |
| **Week 2**  |                     |          |                 |
| 5/25-5/29  | Understanding and Applying Theories of Career Development | Chapter 2 |                  |
| **Week 3**  |                     |          |                 |
| 6/1-6/5    | Understanding and Applying Theories (and Recent Theories) of Career Development | Chapters 3 |                  |
| **Week 4**  |                     |          | Career Identity Autobiography Due |
| 6/8-6/12   | Career Counseling Strategies and Techniques for the 21st Century | Chapter 8 |                  |
| **Week 5**  |                     |          |                 |
| 6/15-6/19  | Designing, Implementing, and Evaluating Career Development Programs and Services | Chapter 9 |                  |
| **Week 6**  |                     |          | Career Development Inventory |
| 6/22-6/26  | Career Development Interventions in the Elementary, Middle, and High Schools | Chapters 10 & 11 |                  |
| **Week 7**  |                     |          |                 |
| 6/29-7/3   | Career Development Interventions in Higher Education and Community Settings | Chapters 12 & 13 |                  |
| **Week 8**  |                     |          | Future Career Goals Action Plan Due |
| 7/6-7/10   | Providing Culturally Competent Career Development Interventions | Chapter 4 |                  |
| **Week 9**  |                     |          |                 |
| 7/13-7/17  | Assessment and Career Planning Career Information and Resources | Chapters 5 & 6 |                  |
| **Week 10** |                     |          |                 |
| 7/20-7/24  | Using Technology to Support Career Counseling and Planning | Chapters 7 |                  |
| **Week 11** |                     |          |                 |
| 7/27-7/31  | Ethical Issues in Career Development Interventions | Chapter 14 |                  |
| **Week 12** |                     |          |                 |
| 8/3-8/7    | Final Exam          |          |                 |
University Policies:

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
Being reinstated or re-enrolled in classes after being dropped for non-payment
Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
• copying from another student’s test paper;
• using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

CMHC Program Mission:
The Master of Arts in CMHC program is intended to prepare students to counsel persons experiencing emotional distress through development of specific competencies in human growth and development, assessment, counseling/therapy theories and methods and practice, cultural diversity, group counseling, career development, research methods and ethical counseling practices. Students who complete their programs and get their degrees are well-prepared for the Licensed Professional Counselor state licensing examination and are employed in a variety of mental health settings. Students may complete a generalist program or specialize in marriage and family counseling. Students specializing in couple and family counseling acquire additional competencies in marriage and family theories, counseling interventions and ethics. The core program curriculum is designed to align with national Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

PROGRAM LEARNING OUTCOMES

CMHC M.A.:

1.0 Human Growth and Development: Students will demonstrate understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including theories of individual and family development and transitions across the life-span, theories of learning and personality development, including current understandings about neurobiological behavior, and the effects of crisis, trauma and disasters on individuals of all ages.

2.0 Counseling Appraisal and Assessment: Students will describe, explain, discuss and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders.

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

4.0 Professional Orientation and Ethics: Students will demonstrate understanding of ethical standards of professional organizations and credentialing bodies and applications of national and state ethical and legal considerations in professional psychology and counseling, professional organizations, and professional credentialing, including certification, licensure, and the effects of public policy on these issues.
5.0 Social/Cultural Diversity Issues and Skills: Students will demonstrate an understanding of the nature and impact of human and cultural diversity on assessment and intervention, theories of multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations, and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.

7.0 Career Development and Counseling: Students will demonstrate an understanding of career development and related life factors, including career development theories and decision-making models, career development program planning, organization, implementation, administration, and evaluation, assessment instruments and techniques that are relevant to career planning and decision making, and career counseling processes, techniques, and resources.

8.0 Research Methodology and Analysis: Students will demonstrate an understanding of research methods and statistical analysis, including the critical appraisal of psychological research.

CMHC Program Assessment:

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

3.1 Assessment: Students will conduct live and videotaped practice counseling sessions in COUN 5392: Helping Relationship & Interviewing. During the final week of the course the instructor will conduct a cumulative evaluation of students’ counseling/therapy skills using the Student Clinical Skills Evaluation (SCSE) form.