University of Texas at Tyler
Department of Psychology and Counseling

COUN 5335 Career Counseling & Assessment
Course Syllabus: Summer 2016
Online Course

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Teaching Assistant: Emily Gaspard egaspard@patriots.uttyler.edu

I. Required Text:

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

II. Course Catalogue 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.

III. Methods of Instruction: This is an online course. It is expected that you will spend an average of 6+ hours working on the modules for this course each week. The course materials will be housed on Blackboard. The class will consist of a collaborative learning community in which all participants share responsibility for the learning process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student. Lectures, videos, assigned readings, and online activities will provide a basis for discussion. Academic integrity is expected form each student, and plagiarism from any source will not be tolerated.

IV. Student Learning Outcomes (SLO’s): 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, avocational, 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:

1. 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.

2. Applies knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).

3. Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.

4. Demonstrates an understanding of theories, models, principles, and practices of career development.

5. Demonstrates knowledge of appropriate resources, including technological tools, to promote students' development of skills and knowledge in the developmental guidance curriculum.

6. Knows how to facilitate students' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals.

V. Course Policies: Due to the online nature of this course, it is essential that you remain acutely aware of the due dates for assignments and modules. All assignments and discussion board posts are due by 11:59 pm Saturday. I understand that this “due date” may not be ideal for everyone, but I wanted to give you the full week to complete your assignments and allow those of you who work full time to have the option to complete the assignments during the week or on the weekend. You have the personal choice to submit the assignments or complete the modules anytime throughout the week. Because of this flexibility, late assignments or late completion of modules will not be accepted unless there are extenuating circumstances and permission is given by the instructor PRIOR to the due date.

The instructor will do her best to attend to all questions submitted via email (jholm@uttyler.edu) in a timely manner but anything received after 5:00 pm on the Friday before an assignment is due may not be responded to in time. Because of this, I ask that you please be proactive in starting your assignments.
VI. **Evaluation and Grading:**
*Instructor reserves the right to make changes as deemed necessary.*

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation in Weekly Modules</td>
<td>300</td>
</tr>
<tr>
<td>Career Portfolio</td>
<td>500</td>
</tr>
<tr>
<td>Career Theory Reflection</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

Grades are based on the following scale:
- A = 900+ points
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points
- F = Below 600 points

VII. **Assignments:**

**Active Participation** (300 Points Total): Weekly “Modules” are available in Blackboard. Active participation is necessary for the course objectives to be met. Your participation is an integral part of this experience. You are required to post thoughtful responses to your weekly module assignments on the Discussion Board and to respond in an additive, **thoughtful manner to at least two other students’ postings** for each discussion board. I encourage you post comprehensive and honest responses that are more than just commentary regarding someone else’s thoughts. You must offer additional insight, questions, or thoughts to ponder in order to get full credit. Anyone who posts insensitive, hurtful, unethical, or inappropriate responses will lose all points associated with that module. The purpose of these discussions and peer responses is to align with small group discussions that would occur within the classroom. The reason for these discussions is to provide alternate viewpoints that will be essential when working with your future clients. These modules may also contain quizzes, video links, and personal engagement projects.

**Career Theory Reflection** (100 points): Students will identify a career theory that they think most closely aligns with their counseling approach. The reflection should be approximately 2-3 pages (double-spaced). Students will select one theory and will describe their own career development through the lens of those theories. Students will connect the key concepts of the theory to their personal career development or current career decision making process. Students should use specific examples from their own personal experience. Please see **Appendix A** for assignment rubric.

**Career Portfolio** (500 points): This assignment includes multiple components that will be completed at various times throughout the semester and housed within the modules. It is essential that students be aware of these components and turn them in by the designated due date. For many of these assignments you may choose to either complete it by hand and scan it in (take a picture and upload it) or complete it within a document online and upload it. Further guidelines for the individual assignments will be given within the modules.
First, students will develop a career timeline and career genogram.

Subsequently, students will complete a 2-page (double-spaced) reflection about how they believe their culture, race, gender, socioeconomic status, family, friends, and life experiences have influenced their career decisions and how others from different backgrounds may have different opportunities and experiences. Discuss which aspects have supported your career development and which have been barriers.

Thirdly, students will identify one counseling related job posting to which they would like to (hypothetically) apply to after graduation. The job should be counseling related and fit with the student’s career goals. Students will create a cover letter and resume for a self-identified job posting. Students will complete a rough draft and final version of this based on peer feedback. Students will provide feedback to at least two peers on their resumes and cover letters.

Finally, students will create a career goals action plan. This will be accomplished by outlining 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 educational/credentialing/continuing education plan, specific job search strategies, and interview preparation activities. A timeline of these activities should be addressed as well. The paper should be in APA format and 3-4 pages long.

Thus, this career portfolio includes the following components:

a) Career timeline (50 points)
b) Career genogram (50 points)
c) Career decision reflection (50 points)
d) Application Packet (1st and final drafts)
   a. One job posting or listing (can also be an internship; 25 points, you will only turn in one draft)
   b. A cover letter for the identified job (1st draft: 50 final draft: 75)
   c. An updated resume (or CV; 1st draft: 50 final draft: 100)
e) Career Goals and Action Plan (50 points)

Please see Appendix B for grading guidelines and the Course Schedule for Due Dates.

Final Exam (100 Points):

The final exam will be M/C and will be a cumulative in nature. The questions will be modeled after those you might see on the NCE or TExES Exams covering Career Counseling and Assessment.
<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topics/ Class Plans</th>
<th>Readings</th>
<th>Assignments Due (by Saturday at 11:59 pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td></td>
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<tr>
<td>5/23-5/28</td>
<td>Welcome, Introductions, Student Information Form</td>
<td>Chapter 1</td>
<td>Introduction Discussion Board Post</td>
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<td></td>
<td>Introduction to Career Development and Career Decision Making</td>
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<tr>
<td><strong>Module 2</strong></td>
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<tr>
<td>5/29-6/4</td>
<td>Understanding and Applying Traditional Theories of Career Development</td>
<td>Chapter 2</td>
<td>Career Timeline Due</td>
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<tr>
<td><strong>Module 3</strong></td>
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<tr>
<td>6/5-6/11</td>
<td>Understanding and Applying Recent Theories of Career Development</td>
<td>Chapter 3</td>
<td></td>
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<tr>
<td><strong>Module 4</strong></td>
<td></td>
<td></td>
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<tr>
<td>6/12-6/18</td>
<td>Assessment and Career Planning Exploring Interests and Skills Exploring Values and Personality</td>
<td>Chapter 5</td>
<td>Theory Reflection Due</td>
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<td></td>
<td></td>
<td>Readings Posted on BB</td>
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<tr>
<td><strong>Module 5</strong></td>
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<tr>
<td>6/19-6/25</td>
<td>Career Information and Resources Career Counseling Strategies and Techniques</td>
<td>Chapter 6 &amp; 8</td>
<td>Career Genogram Due</td>
</tr>
<tr>
<td><strong>Module 6</strong></td>
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<tr>
<td>6/26-7/2</td>
<td>Resumes and Cover Letters</td>
<td>Readings Posted on BB</td>
<td>Career Decision Reflection Due</td>
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<tr>
<td><strong>Module 7</strong></td>
<td></td>
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<tr>
<td>7/3-7/9</td>
<td>Preparing for an Interview</td>
<td>Readings Posted on BB</td>
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<tr>
<td><strong>Module 8</strong></td>
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<tr>
<td>7/10-7/16</td>
<td>Providing Culturally Competent Career Development Interventions Ethical Issues in Career Development Interventions</td>
<td>Chapter 4</td>
<td>Job Posting and First Draft of Cover Letter and Resume Due</td>
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<td></td>
<td></td>
<td>Chapter 14</td>
<td></td>
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<tr>
<td><strong>Module 9</strong></td>
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<tr>
<td>7/17-7/23</td>
<td>Designing, Implementing, and Evaluating Career Development Programs and Services</td>
<td>Chapter 9</td>
<td></td>
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<tr>
<td><strong>Module 10</strong></td>
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<tr>
<td>7/24-7/30</td>
<td>Career Development Interventions in the Elementary, Middle, and High Schools</td>
<td>Chapters 10-12</td>
<td>Job Posting and Final Draft of Cover Letter and Resume Due</td>
</tr>
<tr>
<td><strong>Module 11</strong></td>
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<td></td>
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<tr>
<td>7/31-8/6</td>
<td>Career Development Interventions in Higher Education and Community Settings</td>
<td>Chapters 13 &amp; 14</td>
<td>Future Career Goals and Action Plan Due</td>
</tr>
<tr>
<td><strong>Module 12</strong></td>
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<tr>
<td>8/7-8/13</td>
<td>FINAL EXAM</td>
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## Appendix A

### Career Theory Reflection Rubric

Name of Student: ______________________
Identified Theory: ______________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Point Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of career theory</td>
<td>Student provides an overview of selected theory and briefly describes key concepts.</td>
<td>30</td>
</tr>
<tr>
<td>Personal career development and decision-making</td>
<td>Student describes their own career development and current decision-making process and provides specific examples from their own personal experiences.</td>
<td>25</td>
</tr>
<tr>
<td>Theoretical concepts and personal journey</td>
<td>Student makes clear connections (compare/contrast) between selected theory and their own personal career development. Student provides specific examples from their own personal experiences.</td>
<td>40</td>
</tr>
<tr>
<td>Formatting and Professionalism</td>
<td>Student adheres to APA 6th edition format and writes paper in a professional manner.</td>
<td>5</td>
</tr>
</tbody>
</table>

Overview of career theory: ____
Personal career development and decision-making: ___
Theoretical concepts and personal journey: ____
Formatting: ____
TOTAL: ____/100
# Appendix B
## Career Portfolio Grading Guidelines

<table>
<thead>
<tr>
<th>Item</th>
<th>Point Allocation</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Career Timeline</td>
<td>50</td>
<td>Timeline includes details from current student status to retirement/disengagement</td>
</tr>
<tr>
<td>b. Career Genogram</td>
<td>50</td>
<td>Genogram includes 3 generations with related occupations</td>
</tr>
<tr>
<td>c. Career Decision</td>
<td>20</td>
<td>Reflection includes discussion of the influence of, race, gender, socioeconomic status, family, friends, and life experiences on student’s career development and career decision-making</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Reflection includes discussion of opportunities/experiences of people from different socio-cultural backgrounds</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Reflection includes discussion of socio-cultural variables that have supported or hindered student’s career development</td>
</tr>
<tr>
<td>d. Job Post/Listing and</td>
<td>25</td>
<td>Counseling related job identified</td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Resume</td>
<td>50 1&lt;sup&gt;st&lt;/sup&gt; draft</td>
<td>Resume aligns with professional expectations and detailed class discussions. Students provide feedback to at least two students on their resume.</td>
</tr>
<tr>
<td></td>
<td>75 final draft</td>
<td></td>
</tr>
<tr>
<td>f. Cover Letter</td>
<td>50 1&lt;sup&gt;st&lt;/sup&gt; draft</td>
<td>Cover letter aligns with professional expectations and detailed class discussions. Students provide feedback to at least two students on their resume.</td>
</tr>
<tr>
<td></td>
<td>100 final draft</td>
<td></td>
</tr>
<tr>
<td>g. Career Goals and Action Plan</td>
<td>50</td>
<td>Paper outlines educational and professional goals for the next 5 years and provides a plan of short and long term goals.</td>
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</tbody>
</table>

Total Points: __/500
**University Policies:**

*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](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.

Technical Support
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu or call 903.565.5555.

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

You may also visit the Help Tab in Blackboard http://wiki.uttyler.edu/display/B8H/Home for useful information or check out On Demand Learning Center for Students http://ondemand.blackboard.com/students.htm

**Plug-ins and Helper Applications**

UT Tyler BB courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your BB course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.

**NOTE:** Mozilla Firefox is the recommended browser for Blackboard. (URL: http://www.mozilla.org/en-US/firefox/new/)

- Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files. (URL: http://get.adobe.com/reader/)

- Java Runtime Environment (JRE) allows you to use interactive tools on the web. (URL: http://www.java.com/en/download/)

- Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. (URL: http://get.adobe.com/flashplayer/)

- QuickTime allows users to play back audio and video files. (URL: http://www.apple.com/quicktime/download/)


- RealPlayer allows you to view and listen to streaming video and audio. (URL: http://www.real.com/)

**Netiquette Guide**
“Netiquette” is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

(URL: http://www.learnthenet.com/learn-about/netiquette/index.php)