

Austin Peay State University
Department of Psychological Science & Counseling

COUN 5600: Theories and Counseling in Career Development

Term: Summer 2022	Credit Hours: 3 hours
Meeting Time: 4:30-7:30pm (Wednesdays)	Room #: Clement 206
Instructor: Jessica A. Fripp, PhD, NCC	
Co-Instructor: Tyler Tims, MS	
Telephone: (931) 221-7238	
Email Address: frippj@apsu.edu	
Office Hours: By Appointment Only	

Prerequisites: Acceptance into MS in Counseling program and permission of the instructor.

Required Text(s):

Niles, S. G., & Harris-Bowlsbey, J. (2017). *Career Development Interventions in the 21st Century* (5th ed.). Boston: Pearson.

Other readings may be assigned throughout the course

Course Description:

The purpose of this course is to facilitate counseling students' development of knowledge, awareness, and skills with respect to career development and career counseling over the lifespan. The course will provide an overview of the following: theories of career/vocational development; assessments frequently used in the career counseling process; career counseling techniques and interventions; relevant issues in career counseling. Emphasis will be placed on developing self-awareness with respect to career development and on the importance of being able to integrate career counseling themes into overall counseling practices. A variety of learning activities have been structured to provide you with opportunities that will encourage your growth as counselor both in agency and school setting.

**Austin Peay State University
College of Education
Conceptual Framework Overview**

As part of the educational unit at Austin Peay State University, the Counseling program at APSU is committed to preparing highly qualified professionals who are knowledgeable in standards-based practice. The Counseling program at Austin Peay State University has adopted the 2016 CACREP Accreditation Standards as the structure for the collection and organization of candidate performance data. The standards are addressed specifically by course objectives, assignments, and activities.

Course Policies

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Students with Disabilities:

Any student who has a disability that may affect their academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (phone #: 221-6230; tty: 221-6278; fax 221-7102; email: disabilityservices@apsu.edu).

Academic and Classroom Misconduct:

Students are expected to always conduct themselves appropriately. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new

Student Handbook for an understanding of what will be expected of them within the academic setting. [Policy 3:005](#) will be followed in reporting any suspected cases of academic misconduct.

Writing Quality and Academic Honesty:

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu).

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Plagiarism Policy:

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom:

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Confidentiality:

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA Code of Ethics will be followed.

Email Policy:

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor(s) of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Service Animals in the Classroom:

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Class Grievances:

I am willing to meet with you to discuss our class and/or assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what elements of your work you feel merit discussion. For further assistance, please contact the department chair. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional

information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Attendance/Participation Policy: One of the expectations for this course is that you participate in the weekly discussions and offer some thoughtful and substantive responses. If you have a compelling reason for which you must miss the weekly discussion board, please discuss your situation with the faculty instructor as soon as possible. Any unexcused lack of participation in the weekly discussion board will result in a **5-point reduction** from your final grade. Two weekly unexcused lack of participation in the discussion board will result in a whole letter grade reduction.

Late Assignments: Please note that any assignments not turned in by the specified assignment collection day/time will result in the lowering of the assignment grade by 10% for each day the assignment is late. Any exception to this rule must be approved in advance by the instructor and be due extreme circumstances.

Policies for Incompletes: An incomplete in the class will only be granted in rare situations. Should you feel that you will need an Incomplete, it is your responsibility to communicate with the instructor in a timely manner (before finals week) to seek approval. A grade of I (incomplete) is a temporary grade assigned in those rare instances when, in the judgment of the faculty member, no other grade will insure justice to the student.

Course Objectives and Requirements

Knowledge and Skills Outcome

The objectives of this course align with CACREP standards (2016) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Understand current labor market information relevant to opportunities for practice within the counseling profession	2.F.1.h.	Assigned readings and Discussion Board Review national and local websites for up-to-date market information

Identify theories and models of career development, counseling, and decision making	2.F.4.a.	Assigned readings Discussion Board Career Autography Paper
Demonstrate approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	2.F.4.b.	Assigned readings Discussion Board
Discuss processes for identifying and using career, vocational, educational, occupational, and labor market information resources, technology, and information systems	2.F.4.c.	Reflection Paper
Understand approaches for assessing the conditions of the work environment on clients' life experiences	2.F.4.d.	Mock Career Counseling Intake Session and Assessment Interpretation Discussion Board
Identify strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	2.F.4.e.	Mock Career Counseling Intake Session and Assessment Interpretation
Know strategies for career development program planning, organization, implementation, administration, and evaluation	2.F.4.f.	Assigned Readings Discussion Board

Learn strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	2.F.4.g.	Career Autobiography and share how your gender, race, culture, ability, status, sexual orientation, and so on, play in your career decision-making and identity. Assigned Readings Discussion Board
Demonstrate strategies for facilitating client skill development for career, educational, and lifework planning and management	2.F.4.h.	Mock Career Counseling Intake Session and Assessment Interpretation
Understand methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i.	Assigned Readings
Discuss ethical and culturally relevant strategies for addressing career development	2.F.4.j.	Assigned Readings Discussion Board
Demonstrate the use of developmentally appropriate career counseling interventions and assessments	5.G.3.e.	Discussion Board Assigned Readings

Course Requirements, Student Performance Evaluation Criteria, and Procedures

(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)

Attendance and participation (10 points)

Participation in the weekly discussion board and in-person attendance are necessary to successfully complete this course. Each unexcused absence from the weekly discussion board and/or in-class attendance will result in a 5-point deduction from your final grade. Two unexcused absences from the weekly discussion board and/or in person attendance will result in a whole letter grade reduction. Three unexcused absences from the discussion board and/or in-class participation will result in a failing grade in the course.

Professionalism (10 Points)

Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are required to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes but is not limited to confidentiality and respect in your presentations and management of clinical material; respect for peers, faculty, and others in your conversation and behavior; timeliness, engagement, and participation in all discussion board posts, assignments and activities; timely and respectful communication with faculty and peers; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

Discussion Board (25 points) in D2L; initial posts due Friday & two responses by Tuesday

Each week, a discussion prompt will be posted to the discussion board to which you will offer a thoughtful and substantive response based on your reading from your primary textbook (3.25pts per initial post). In addition to responding to the prompt, there is an expectation that you will also respond to the posts of at least two of your classmates (1.5 points each). Do not just say "good post" or "I enjoyed reading your post", etc. or you will not receive all the possible points. The purpose of this assignment will be to stimulate discussion and promote meaningful dialogue about the content that we will be covering throughout the semester. It is imperative that comments remain respectful and reflect openness to diverse opinions. Anything posted on the discussion board that can be deemed otherwise will be given a zero for that week's grade. We are all entitled to express our opinions; however, it is important to be cognizant of the manner in which we state them. Respect is essential for us all to feel comfortable in sharing our thoughts and opinions. Lastly, your classmates rely on you to post your initial discussion in a **timely manner** so that they have your discussion to react to. Please **DO NOT** wait until the last minute to submit your initial discussion. You must make a thoughtful initial response to the post by **Friday** each week. In addition to responding to the prompt, there is an expectation that you will also respond to the posts of at least two of your classmates by **Tuesday** night (11:59pm).

Career Autobiography (15 points) due 7/20/2022 by 11:59pm in LiveText

***LiveText Key Assessment**

You will write a 4–6–page self-reflective paper (excluding cover page and references, double spaced, APA 7th edition), discussing your own career development process. Your paper must have an introduction and a summary. Use headings and subheadings to aid in organization. This paper should describe your career path and explore how this path was shaped. Questions you must address while writing include:

What factors influenced your career path?

What was the role of parents/significant others?

What messages did you receive that influenced your career decision-making?

What role did your gender, race, culture, ability, status, sexual orientation, and so on, play in your career decision-making?

Commented [FJ1]: Add the mock interview and reflection as part of participation or make it a separate assignment. Include real job seekers as well as the time spent at career services

**What information did you receive about careers and from whom?
Which career theory(ies) captures your career decision making process?**

Feel free to add information about other influences. Your paper will be graded on the depth of your self-reflection, as well as its presentation and formatting. Please include at least **three references** to strengthen your reflection paper. *Please note, the bolded questions serve as appropriate headings to guide the organization of this paper.*

As the LiveText Key Assessment for this course, your reflection paper must be submitted to LiveText by the assignment due date (7/20/2022). Your reflection paper will not be graded until it is uploaded to LiveText. If your reflection paper is not uploaded by the due date, your grade for this assignment will be lowered by 10 percent for each day the assignment is late.

Career Guidance and Human Development Presentation (10 points) due August 3rd

You will work in groups of 4 people. Your group will choose a population based on developmental stages such as childhood/elementary, adolescents/high school, college/higher education, adults, retirees, military, etc. The GOAL is for your fellow classmates to learn this population's characteristics, to understand applicable developmental and career stages and issues for this population, and to learn potential presenting concerns and treatment goals. This project will also explore approaches for conceptualizing the interrelationships among and between work, mental health, relationships, and other life roles and factors, and interventions for career guidance, education, evaluation, counseling, program planning, and advocacy with this population.

Each group will have **30 minutes** of class time to present on career and human development tenants for your preferred population and facilitate a career guidance activity or counseling intervention that is hands-on and interactive. The class will participate in this activity as if they are part of the population being presented. Suggestions for this presentation may include small group discussion activities, role playing, video presentations, case studies, etc. In addition, you will include the key points from the chapter that correspond to your population in the Niles & Harris- Bowsbey (2017) text. Please do NOT use power point for the foundation of this presentation, it should only be used to facilitate and activity or discussion. *Please note that some portion of presentation materials must be submitted in D2L by each group member. Each group member does not have to submit the exact same item, but each member but submit to D2L for full credit.*

Final Examination (30 points) in D2L; exam opened on July 27th and due August 3rd in D2L

There will be a final exam for this course, and it will contain 30 objective questions drawn from your primary text and concepts discussed in class. My hope is that these questions will assist

you in your preparation for CPCE and the profession. *Please do not turn in the exam in person or to either instructor. Your answer key must be submitted in D2L.*

Evaluation

Students can earn points in the following manner:

- | | |
|---|------------------|
| 1. Attendance & Participation | 10 points |
| 2. Professionalism | 10 points |
| 3. Discussion Board | 25 points |
| 4. Career Guidance and Human Development Presentation | 10 points |
| 5. Career Autography | 15 points |
| 6. Final Examination | 30 points |

Total Points	100 points
---------------------	-------------------

B. Grading criteria

A=90 - 100% B= 80 - 89% C= 70 - 79% D = 60 - 69% F = 0 – 68

Tentative Schedule: The information in this syllabus is not set in stone. The instructor reserves the right to make adjustments based on the progress and perceived needs of the class. This may include modifying assignments, readings, activities, or adjustments to the course schedule. I also invite you to make suggestions for improving the class. This is your professional training and please make sure that you are getting your needs met. You are encouraged to let me know if you have ideas, questions, comments, or suggestions regarding the course.

TENTATIVE SCHEDULE

Week	Class Topic	Assignment/Readings
One – July 6th	Overview of Career Counseling & Career Theory (CACREP 2.F.4.a; 2.F.4.b; 2.F.4.c)	Text: Chapters 1 & 2 Discussion Board: <i>Initial post</i> due Friday (07/08) by 11:59 pm <i>Two responses</i> by Tuesday (07/12) 11:59pm.

<p>Two – July 13th</p>	<p>Career Theories Assessment & Interventions Diversity and Career Counseling</p> <p>(CACREP 2.F.4.d; 2.F.4.e; 2.F.4.i)</p>	<p>Text: Chapters 3, 4, & 5</p> <p>Discussion Board: <i>Initial post</i> due Friday (07/15) by 11:59 pm <i>Two responses</i> by Tuesday (07/19) 11:59pm.</p> <p>Mock Career Counseling Intake Session and Assessment Interpretation</p>
<p>Three – July 20th</p>	<p>Career Information & Resources Technology and Career Counseling Career Counseling Strategies and Techniques</p> <p>(CACREP 2.F.4.c; 2.F.4.f)</p>	<p>Text: Chapters 6, 7, & 8</p> <p>Discussion Board: <i>Initial post</i> due Friday (07/22) by 11:59 pm <i>Two responses</i> by Tuesday (07/26) 11:59pm.</p> <p>Submit: Career Autobiography Paper by 11:59pm.</p>
<p>Four – July 27th</p>	<p>Designing, Implementing, and Evaluating Career Development Programs and Services: <i>Elementary School, Middle School, High Schools, Higher Education, & Community Settings.</i></p> <p>(CACREP 2.F.4.a; 2.F.4.f; 2.F.4.g; 2.F.4.h)</p>	<p>Text: Chapters 9-14</p> <p>Please read chapter 9 and one of the other five chapters (10-14) as you respond to this week’s discussion board.</p> <p>Discussion Board: <i>Initial post</i> due Friday (07/29) by 11:59 pm <i>Two responses</i> by Tuesday (08/02) 11:59pm.</p> <p>*workday (presentations and exam)</p>
<p>Five – August 3rd</p>	<p>Ethical Issues in Career Development Interventions</p> <p>(CACREP 2.F.4.j)</p>	<p>Text: Chapter 15</p> <p>Due: Class Presentations Submit: Final Exam in D2L</p>

**COUN 5600: Theories and Counseling in Career Development
Career Biography Evaluation Rubric**

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
<p align="center">Career Path</p> <p>CACREP 2016- 2. F. 4. a CACREP 2016- 2. F. 4. b CACREP 2016- 2. F. 4. d</p>	Career autobiography paper thoroughly describes factors that influenced one's career path.	Career autobiography paper adequately describes factors that influenced one's career path.	Career autobiography paper minimally describes factors that influenced one's career path.	Career autobiography paper does not describe factors that influenced one's career path.
<p align="center">Role of Parents</p> <p>CACREP 2016- 2. F. 4. d CACREP 2016- 2. F. 4. e</p>	Career autobiography paper thoroughly describes the role of parents and significant others in one's career exploration journey	Career autobiography paper adequately describes the role of parents and significant others in one's career exploration journey	Career autobiography paper minimally describes the role of parents and significant others in one's career exploration journey	Career autobiography paper does not address the role of parents and significant others in one's career exploration journey.
<p align="center">Messages Received</p> <p>CACREP 2016- 2. F. 4. d CACREP 2016- 2. F. 4. e</p>	Career autobiography paper thoroughly describes messages received that influenced one's career decision-making.	Career autobiography paper adequately describes messages received that influenced one's career decision-making	Career autobiography paper minimally describes messages received that influenced one's career decision-making	Career autobiography paper does not include messages received that influenced one's career decision-making
<p align="center">Role of Diversity in Decision-making</p> <p>CACREP 2016- 2. F. 4. b CACREP 2016- 2. F. 4. d CACREP 2016- 2. F. 4. e CACREP 2016- 2. F. 4. j</p>	Career autobiography paper thoroughly describes the role gender, race, culture, ability, status, and sexual orientation, and so on, play in career decision-making.	Career autobiography paper adequately describes the role gender, race, culture, ability, status, and sexual orientation, and so on, play in career decision-making.	Career autobiography paper minimally describes the role gender, race, culture, ability, status, and sexual orientation, and so on, play in career decision-making.	Career autobiography paper does not address the role gender, race, culture, ability, status, and sexual orientation, and so on, play in career decision-making.
<p align="center">Self-Reflection</p>	Career autobiography	Career autobiography	Career autobiography	Career autobiography

CACREP 2016- 2. F. 4. b CACREP 2016- 2. F. 4. d	paper thoroughly incorporates career related life experiences throughout the paper.	paper adequately incorporates career related life experiences throughout the paper.	paper minimally incorporates career related life experiences throughout the paper.	paper does not incorporate career related life experiences throughout the paper.
Professional Writing	Career autobiography paper follows appropriate level of writing that adheres to APA 7 th edition format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list.	Career autobiography paper partially follows appropriate level of writing that adheres to APA 7 th edition format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list	Career autobiography paper minimally follows appropriate level of writing that adheres to APA 7 th edition format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list	Career autobiography paper does not follow appropriate level of writing that adheres to APA 7 th edition format, and does not include appropriate margins, font, running head, sentence & paragraph structure, & citations and/or reference list.

**COUN 5600: Theories and Counseling in Career Development
Career Biography Evaluation Rubric**

Criteria	Score	Comments
Description of factors that influenced one's career path (3)		
Description of the role of parents and significant others in one's career exploration journey (3)		
Description of messages received that influenced one's career decision-making (3)		
Description of the role gender, race, culture, ability, status, and sexual orientation, and so on, play in career decision-making (3)		
Incorporation of career related life experiences throughout the paper (3)		
Professional writing that adheres to APA 7 th edition		
TOTAL		

**COUN 5600: Theories and Counseling in Career Development
Career Guidance and Human Development Presentation Grading Rubric**

Criteria	Score	Comments
Provides population's characteristics including applicable developmental and career stages and issues for this population (25 points)		
Includes hands-on and interactive activity (20 points)		
Explores approaches for conceptualizing interrelationships among and between work, mental health, relationships. And other life roles and factors (20 points)		
Includes applications for counselors to include learning about potential presenting concerns and implications for treatment goals (15 points)		
Provides resources for class to include interventions for career guidance, education, evaluation, counseling, program planning, and advocacy with this population (10 points)		
Facilitates for the required 30 minutes (10 points)		
TOTAL		