



MASTER OF ARTS IN COUNSELING

CAREER COUNSELING AND DEVELOPMENT MCPY 650 (3 credits)

Course Syllabus

COURSE DESCRIPTION

This course will present various theories and models of career development along with the skills and techniques commonly used by career counseling practitioners. Students will also be introduced to the *process* of career/academic planning to include self-assessment, occupational exploration, goal setting, and decision-making. Through the use of vocational assessment inventories and Career Center resources, students will learn how to facilitate their clients' career development needs. Additional emphasis will be placed on employment trends, resume development, and interviewing techniques.

METHODS OF INSTRUCTION

Classroom-based, lecture, experiential activities.

COURSE OUTCOMES

1. To develop a comprehensive understanding of career development theories and related life factors that affect career decision making;
(CACREP Standards 4.A, 5.F)
2. To understand the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; (CACREP Standards 4.D,I)
3. To become proficient in using career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems and other electronic career information systems for career development and planning; (CACREP Standards 1.C,4.B,E,G)
4. To demonstrate understanding of career counseling development program planning, organization, implementation, administration and evaluation;
5. To demonstrate career counseling skills/techniques including processes of:
(CACREP Standards 4.C,E,H)
 - A) Self-Assessment (values, interests, personality, abilities)
 - B) Job Analysis (Research and trends)

- C) Goal Setting & Decision Making
- D) Job Search Strategies (targeting employers, resumes, interviewing)

6. To demonstrate competency in administering and interpreting career assessments instruments relevant to career planning and decision making; (CACREP Standard 4.F)

COURSE REQUIREMENTS

Textbooks

Zunker, G. (2005). *Career counseling: A holistic approach* (7th ed.). Pacific Grove, CA: Brooks/Cole (Thomson Learning). ISBN: 0-534-64017-6 hard. ©2006. (CACREP Standard 1.C)

Figler, H. E. (1999). *The complete job-search handbook: Everything you need to know to get the job you really want* (3rd. ed.). New York: Owl Books/Henry Holt (Macmillan). ISBN: 978-0-8050-6191-8 or 0-8050-6191-6 soft. **Out of print. Replacement text pending Spring 2008 8W2.**

Yost, E.B. & Corbishley, M.A. (1987). *Overcoming Roadblocks and Solving Problems*, Chap.6. *Career counseling : a psychological approach*. Jossey-Bass: San Francisco, Calif.

Available from Instructor or at Dayton Memorial Library.

** Consult with instructor regarding purchase of assessments.

SUGGESTED READINGS

NOTE: You are not required to purchase the assessment manuals listed below, although a small number of manuals are available for purchase in the Regis bookstore.

*Briggs Myers, I. & McCauley (1998). *Manual: A guide to the development and use of the Myers-Briggs Type Indicator*. Third edition. Palo Alto, CA: Consulting Psychologists Press, Inc.

*Harmon, L. W., Hansen, J. C., Borgen, F. H., & Hammer, A. L. (1994). *Strong applications and technical guide*. Palo Alto, CA: Consulting Psychologists Press, Inc.

Knowdell, R.L. (1995). *Career Counselor's Card Sort Tool Kit*. (Available through the Guidance Center, 1-800-668-6247.)

Tieger, P. D., & Barron-Teiger, B. (2001). *Do what you are: Discover the perfect career for you through the secrets of personality type* (3rd ed.). Boston, MA: Little, Brown & Co.

* Manuals published by Consulting Psychologist Press may be ordered directly from the publisher at 1-800 624-1765

Recommended Optional Readings:

Anderson, N. (1995). *Work with passion: How to do what you love for a living* (2nd rev. ed.). Novato, CA: New World Library. ISBN: 1-880032-54-6 soft.

Bloch, D.P. & Richmond, L.J., eds. (1997) *Connections between spirit & work in career development: new approaches and practical perspectives* / Davies-Black Pub., Palo Alto, CA.

Boldt, Laurence C. (1999). *Zen and the art of making a living: A practical guide to creative careerdesign*. New York: The Penguin Group.

Bridges, W. (1998). *Creating You and Company: Learning to think like the CEO of your own career*, New York, Perseus Books.

Cochran, L. (1997). *Career counseling: A narrative approach* (1st ed.). Thousand Oaks, CA: Sage. ISBN: 0-7619-0442-5 soft.

Figler, H., & Bolles, R. N. (1999). *The career counselor's handbook* (1st ed.). Berkeley, CA: Ten Speed Press. ISBN: 1-58008-157-6 soft.

Levoy, G. (1997) *Callings: Finding and following an authentic life* / Three Rivers Press, NY.

Course Requirements:

1. Family Career Biography 15%
 2. Career Resources Summary 15%
 3. Career Development Theory Synopsis 20%
 4. Career Barriers paper 10%
 5. Assessment Review and Evaluation 25%
 6. Resume and Cover Letter Preparation 15%
- 90-100 pts. = A 80-89 pts. = B 70-79 pts. = C <69 pts = F

All assignments must be submitted by instructor due dates. Any work delivered after those dates will be penalized one full letter grade.

Readings and assignment due dates will be provided by the course instructor.

1. Personal/Family Career Biography: The purpose of the 4-5-page paper is to assist you in recognizing the influencing factors affecting career choice. The following outline may be used as a guide in writing this paper.

Family Profile

- A. Discuss the career employment history of our grandparents parents, siblings, significant others.
- B Why did they choose these occupations (identify possible influences to include opportunities, social/political events, values, personality factors, educational levels, attitudes/beliefs)?
- C. How did they view or define their occupations (a job or a career)?
- D. How did they feel about their occupations (level of satisfaction, personal identity)?
- E. What messages relating to jobs or careers have been handed down in your family (hard work=success, education is the key to success, women/men should...)?

2. Career Resources Summary:

Tour of Regis Career Center Library or the Career Development section of your local library. Review several career resources on the internet, as assigned by your instructor. Then write a paper a 2-3 page paper on your experience using career resources. Choose one (not your own) to research in depth and describe the resources you used.

Attention should be given to the Occupational Outlook Handbook and the O*NET.

3. Career Development Theory Synopsis, (CACREP Standards 4.A,E)
applying career development theory towards the understanding of life-stage development. The purpose of this 3-6 page synopsis of findings from 3 interviews is to assist you in gaining a more practical appreciation of the implications for counseling contained within the tenets of career development theories. This activity will complement your reading of the literature describing career theories.

A) Conduct interviews of 3 individuals who are at least in their mid-thirties. The interview will be more informative with older individuals. Include at least one person from a diverse population (i.e. a person with a disability, a member of a minority group.) Use the interview protocol supplied herein. The protocol reflects some aspect of the salient career development theories with which career counselors are familiar.

B) The synopsis should include an analysis of interviewees' responses as they may relate to various theoretical constructs. Do the responses actually reflect career dynamics proposed by the theorists in the literature?

4. Career Barriers: (CACREP Standard 4.D)

Write a 2-page paper about barriers that may still be affecting your career development process.

5. Resume and Cover Letter Writing:

A. Develop a resume and cover letter based on examples provided.

B. Contact Career Services (303-458-3508) to schedule a resume critique or email your resume to careers@regis.edu for review.

6. Career Assessment Summary Paper: A comprehensive 7-10 page paper summarizing the results the following inventories/assessments: (CACREP Standards 4.C,F)

A) Myers-Briggs Type Indicator (MBTI)

B) Strong Interest Inventory (SII)

C) Work Values Exercise

D) Preferred Skills exercise

As the career client and author of this paper, please refer to yourself in the third person.

Also include a 1-2 page addendum reviewing the subjective and objective merits/limitations for each of the inventories used for the self-assessment.

GRADING CRITERIA

Grades in the Counseling Program reflect those listed in the Regis University Bulletin within the University-wide Course Grading System. In addition, refer to the following considerations:

A: Outstanding scholarship

1. Fulfills all course objectives in an outstanding fashion displaying independent, analytic and synthetic thinking.
2. Reflects high degree of personal initiative and creativity in the thoroughness, depth and overall quality of the work.
3. Displays relevant, fluent, and well-organized writing. Demonstrates superior facility with English. Supports clearly reasoned ideas and arguments with cogent resources. Is virtually free from errors in mechanics, usage, and documentation.

A-: Also displays outstanding scholarship

1. May contain few minor errors in writing, documentation, or reasoning.

B+: Very Good

1. Adequately fulfills all course objectives. Displays a good understanding of basic concepts and uses them in constructing ideas and arguments.
2. Displays organized and well structured writing, although may contain some minor flaws in construction of paragraphs.
3. Shows less fluid integration and creativity in resources and thinking.

B: Satisfactory

1. Reflects adequate work which is acceptable and meets the course objectives. Conveys an understanding of basic concepts that show a basic level of support for ideas and arguments.
2. Has writing that is organized but lacks transitions and syntactic variety. Is without major errors in grammar, sentence structure or documentation.

B-: Limited

1. Shows some analysis and presentation of basic concepts. Has limited organization or integration of ideas.
2. Contains occasional major errors in writing or frequent minor errors in grammar and mechanics. Has documentation but may be imprecise.
3. Has logical and/or analytical problems in arguments. Utilizes limited resources.

C: Unsatisfactory

1. Fails to show an adequate understanding of major concepts. Does not present ideas and arguments in a logical fashion.
2. Has writing which contains numerous errors in grammar, usage, and mechanics.
3. Displays inadequate documentation or use of resources.
4. Does not adequately meet course objectives.
5. C+ or C- grades may be assigned for work that is somewhat better or worse than the criteria listed here under Unsatisfactory.

D: Fundamentally Deficient

1. Fails to understand and present major concepts. Contains arguments that are illogical or irrelevant.
2. Has writing that is seriously flawed, resulting in incoherence.
3. Contains major errors in grammar, usage, and mechanics.
4. Fails to meet course objectives.

F: Unscorable

1. Is illegible or obviously not written on the assigned topic.

Plagiarism

Plagiarism is defined as presenting as one's own, the ideas, words or product of another. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, this includes copying and pasting from online media or from any web-site. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Sanctions for plagiarism include: a failing grade on the assignment, failure of the course, or, expulsion from the course or department (program).

An instructor may, at their discretion, utilize the services of Turnitin.com to evaluate the student work product for plagiarism. Alternatively, an instructor may require students to submit the work product directly to Turnitin.com for evaluation prior to submission to the instructor. For more information on Turnitin.com, please go to www.turnitin.com.

STUDENT RESOURCES**RegisNet**

A RegisNET Account allows students to use and access Regis University web-based resources. RegisNET provides access to SHAREPOINT, TMSMARTHINKING, free email, course modules and syllabi, Dayton Memorial Library Databases, computer labs, presentation equipment, etc. To register for a

RegisNET account, go to INsite (<http://insite.regis.edu/>). Select “RegisNET Account”. You will be required to post either your social security number or student ID.

Dayton Memorial Library

The Dayton Memorial Library can be accessed <http://www.regis.edu/library.htm> website The Jesuit University system provides 24 hour research support. The reference desk can be accessed by the link on the site or at 303-458-4031, 1-800-388-2366 Ext. 4031.

Writing Assistance – Smarthinking

The College for Professional Studies will provide 10 hours of FREE tutoring or writing assistance for one year for all CPS students through TMSMARTHINKING. The tutoring year begins on March 8 of the current year. To register for TMSMARTHINKING, access INsite at <https://insite.regis.edu>, login using your RegisNet Username and Password. Select TMSMARTHINKING.

Equal Access & Disability Services

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University’s educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to receive the requested accommodation(s). Current and comprehensive documentation must be on file with ODS prior to approval of the accommodation.

Students may disclose their disabilities and request accommodations at any time during their academic career. However, it is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive.

Accelerated courses that are offered in eight week terms are fast-paced and reading intensive. Incomplete grades are seldom granted and are not considered appropriate accommodations. All courses are expected to be completed during the term in which they occur.

Counseling Program Diversity Statement

At Regis University, diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all of our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice, an environment in which our human differences, whether physical or philosophical, are respected.

Because Professional Counselors work with clients having diverse lifestyles, beliefs and values, the Counseling Program exposes students to a wide range of social, relational, and cross-cultural contexts. The Counseling faculty provides open and supportive learning environments where students are invited to engage in personal and reflective processes about their own and other’s experiences, beliefs and values. We seek to train counselors who can approach clients with integrity, respect and sensitivity for differences in beliefs, values, and lifestyles.

The American Counseling Association Code of Ethics statement regarding diversity includes the following:

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor's own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process.

ACA Code of Ethics Section A.2. a. b.

Regis University supports an exploration of diverse views of faculty and students in the statement of academic freedom written by President Father Sheeran:

A discussion of opposing intellectual positions is often germane to courses. When handling such intellectual positions in our atmosphere of academic freedom conducted with respectful open dialogue, Regis University faculty present the tenets of any intellectual tradition with integrity....

On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University. Draft 1/26/04

Michael J. Sheeran, President, Regis University

Students who wish to obtain clarification of the official views of the Catholic Church may go to the official Vatican website at: <http://www.rc.net/rcchurch/vatstmts/index.html>

STUDENT RESPONSIBILITIES

Ethics and Confidentiality

An integral component of CPS Counseling Program courses is student and instructor self-disclosure and the use of personal experiences for the purpose of facilitating coursework and learning. Each student is expected to honor confidentiality as it pertains to student self-disclosure. No shared information, comments, or opinions expressed by other students or instructor in the educational setting should ever be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure the student in his/her personal, public or business life. In addition, confidentiality must be upheld by not disclosing any information that would identify a particular individual or organization.

An additional integral component of higher education is challenging one's own perceptions and beliefs regarding the course content and integrating information as well as understanding opposing perceptions and beliefs. Thus, students have the right to choose how much he/she will disclose and must also accept the responsibility of respecting disclosure of other students and instructors.

Student Conduct

CPS students and faculty share responsibility for maintaining an appropriate learning environment. This includes using information technology responsibly online and in the classroom. In order for faculty members to provide and students to receive effective instruction in classrooms, laboratories, online courses, and other learning areas, the Graduate Programs and Faculty expect students to conduct themselves in an orderly and cooperative manner and not engage in disruptive behavior, disorderly conduct or intentionally interfere in the freedom of expression of others.

“Disruptive Behavior” or “Disorderly Conduct” as applied to the academic setting, means behavior that a reasonable faculty member or student would view as intentionally or recklessly interfering with normal academic functions, University events or University sponsored activities. Examples include, but are not limited to: persistently speaking or commenting without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults; refusal to comply with faculty direction including refusal to work in a group, using a cell phone or pager during a classroom session; or behavior that has a negative impact in any learning environment. Disruptive behavior also includes any other behavior covered by the *Regis University Student Code of Conduct*.

Students who fail to adhere to acceptable behavioral standards will be counseled by the classroom faculty. Should the issue not be resolved, they will then be referred to the Program Chair and then, should it be necessary, to the Dean and may be subject to discipline up to and including expulsion from the program.

COUNSELING FACULTY RESPONSIBILITIES

Student Performance Evaluations

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' code of ethics.

The Student Performance Evaluation is used in core courses (Human Growth and Development, Counseling Theories, Counseling Techniques courses, and supervised experience courses to give students feedback on their development as counselors in training.

Although required in core courses, faculty may also use this form at any time in the program to give students feedback on their professional growth and development.

Student Performance Evaluation (Page 1)

Student _____ Semester/Year _____
 Faculty _____ Course Number _____

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
Communication Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2
2. The student demonstrates effective communication skills including:				
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2
d. Responding to feelings - identifying affect and addressing those feelings in an empathetic manner	N	0	1	2
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2
h. Immediacy - communicating by staying in the here and now	N	0	1	2
i. Timing - responding at the optimal moment	N	0	1	2
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2
5. The student facilitates movement toward the individual's goals	N	0	1	2
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2
7. The student creates a safe environment	N	0	1	2
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2
Professional Responsibility				
1. The student conducts self in an ethical manner so as to promote confidence in the profession	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2

White: Permanent Student File

Yellow: Course Instructor Pink: Student

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Student Performance Evaluation (page 2)

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2
Maturity				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2
Integrity				
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2

ACADEMIC

1. The student writes with good grammar, form and organization	N	0	1	2
2. In formal papers, APA style is used in the paper and reference section	N	0	1	2
3. In experiential or clinical papers, suitable and expressive descriptive approaches are utilized	N	0	1	2
4. The writing is focused on the topic and demonstrates an awareness of the cogent, related research	N	0	1	2
5. The student demonstrates an understanding of the different relevant opinions concerning the topic and critically analyzes these perspectives including relevant social and cultural contexts	N	0	1	2
6. Taking into consideration related research, the student states his/her opinion and rationale about the topic	N	0	1	2
7. The student participates in class and interacts appropriately	N	0	1	2
8. The student submits written work in a timely fashion	N	0	1	2

COMMENTS: (Include recommended areas for professional growth and development)

 Student

 Faculty

 Date

White: Permanent Student File

Yellow: Course Instructor Pink: Student

Fall 2004