



# FLORIDA STATE UNIVERSITY

EDUCATIONAL PSYCHOLOGY & LEARNING SYSTEMS, COLLEGE OF EDUCATION

*Instruction that moves, leadership that inspires,  
scholarship that makes a difference for the 21<sup>st</sup> century.*

## A. Course Prefix, Title and Credits:

**MHS 5340 – Foundations of Career Development (4 credit hours)  
Fall 2014, FSU Career Center, 2<sup>nd</sup> Floor, Mondays, 5:15-9:15 p.m.**

### Instructor

Dr. Debra S. Osborn  
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E-mail: [dosborn@fsu.edu](mailto:dosborn@fsu.edu)

644-3742 (office) 644-8776 (FAX)  
Career Center: Dunlap Success Center  
office hours: Monday 9-3 or by appt.

## B. Prerequisites or Co-requisites: NA

## C. Objectives/Description

The goal of this course is to provide counseling students with an understanding of how career development occurs, from various theoretical standpoints, while also taking into consideration the unique contribution of other life aspects to career development. In addition, students will be exposed to various career instruments that are often used in career counseling. By the conclusion of this course, students should be able to articulate their developing theory of how career development occurs, be knowledgeable of career program development procedures and will also be aware of the professional, legal and ethical considerations associated with career counseling. In addition, they should have a plethora of “tools” to help them in their career development activities with clients.

**Course Objectives:** \* See CACREP for additional information: <http://www.cacrep.org>

Upon completion of the course, the student will be able to...	As measured by...
Demonstrate knowledge of historical and emerging theories and models of career development, counseling, and decision making over the lifetime CACREP II4a, CC1a-c	<ul style="list-style-type: none"><li>• Career Theory Exam</li><li>• Team-based learning</li><li>• Career Advising Experience, Discussion, Final Writeup</li></ul>
Demonstrate awareness of processes for identifying and using career, avocational, educational, occupational and labor market information resources, job tasks, requirements, employment trends, technology, and information systems CACREP II4c, CC2g	<ul style="list-style-type: none"><li>• Case studies</li><li>• Career information safari</li><li>• Class discussion</li></ul>

Upon completion of the course, the student will be able to...	As measured by...
Identify and use assessment tools and techniques, and technologies relevant to career planning and decision-making. Determine strategies for completing a comprehensive assessment of abilities, interests, values, personality and other factors that contribute to career development. Understand approaches for assessing the conditions of the work environment on clients' life experiences; strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. (CACREP II4d-e, i, CC3a, CC3d)	<ul style="list-style-type: none"> <li>• Decision Space assignment</li> <li>• Self Directed Search activity</li> <li>• Card sort activity</li> <li>• SIGI<sup>3</sup> assignment</li> <li>• Career Thoughts Inventory</li> <li>• Career Story Inventory</li> <li>• Class discussion</li> </ul>
Demonstrate growing competencies in understanding the unique needs and characteristics of varying genders, multicultural and diverse populations with regard to career exploration, employment expectations, socioeconomic issues, career information resources, and the impact of globalization on careers and the workplace. Students will also demonstrate knowledge of delivering strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy CACREP II4g CC2c, e, f; CC3f	<ul style="list-style-type: none"> <li>• Career advising experience, final writeup</li> </ul>
Identify professional organizations, preparation standards, and credentials relevant to the practice of career counseling, as well as state and national legislation and programs impacting the practice of career counseling, including NCDCA Competencies. Also, understand key legislation that has impacted the history of career development. CACREP CC1a, CC2i	<ul style="list-style-type: none"> <li>• ethics quiz; history quiz</li> <li>• case discussions</li> </ul>
Understand ethical and culturally relevant strategies for addressing career development CACREP II4j, CC2j	<ul style="list-style-type: none"> <li>• ethical case studies</li> <li>• quiz questions</li> </ul>
Outline strategies for career development program planning, organization, implementation, administration, and evaluation. CACREP II4f	<ul style="list-style-type: none"> <li>• quiz questions</li> <li>• in class career design activity</li> </ul>
Identify the factors that affect clients' attitudes toward work and their career decision-making processes, as well as approaches for conceptualizing the interrelationships among and between work, education, mental well-being, relationships, family, leisure, life-work role transitions, and other life roles and factors. Also, identifying approaches for assessing the conditions of the work environment on clients' life experiences. They will also demonstrate intake interview skills. Also, to understand the effects of racism, discrimination, sexism, power, privilege and oppression on one's own life and career and those of the client. CACREP II4b, d, CC2d, f, CC3a, b	<ul style="list-style-type: none"> <li>• case studies</li> <li>• quiz questions</li> <li>• CASVE paper</li> <li>• Career advising experience, final writeup</li> </ul>

Upon completion of the course, the student will be able to...	As measured by...
Acquire an ability to apply cognitive information processing theory to address personal career goals as well as career development planning, organization, and evaluation in the CASVE Cycle Paper CACREP II4a-e.	<ul style="list-style-type: none"> <li>CASVE Cycle Paper</li> <li>Class discussion</li> <li>Case study analysis</li> </ul>
Identify strategies for facilitating client skill development for career, educational, job search/creation, and life- work planning and management CACREP II4h; CC2h, CC3c	<ul style="list-style-type: none"> <li>Role-plays</li> <li>Two case studies</li> <li>Class discussion</li> <li>Career information safari</li> </ul>

#### D. Required Texts, Readings, and/or other Resources

Zunker, V. G. (2011). *Career counseling: A holistic approach*. Australia: Cengage.

Parsons, F. (1909). *Choosing a vocation*. Boston: Houghton Mifflin. – Available online in Blackboard.

#### E. Topical Course Outline

**Career Development Course Schedule, Fall 2015**

Class #	Topic	Readings	Activities	Due Today
Week 1 8/24/15	Introduction to/History of Career Counseling  <b>Guest Speaker: Jim Sampson</b>	Zunker 1, 2	Take the Self-Directed Search	NOTHING!!! ☺  *Take assessments ASAP!!!  *Visit the Career Center ASAP to get scheduled for SIGI!!!
Week 2 8/31	Career Theories 1 (Parsons, PEC, Holland, Brown)	Zunker chapter 2 Gottfredson & Johnstun (2009)  Parsons (1909)  Brown (2002)	Case Study Analysis  Review SDS  Favorite Parson's Question	RAT 1 (over weeks 1 & 2 readings)  Bring in your Self-Directed Search results (client & professional summary) with a highlighter! *If not a career counseling student, Dr. Osborn will bring.
Week 3 9/7	<b>HOLIDAY NO CLASS</b>			
Week 4 9/14	Career Theories 2: CIP <b>Guest Speaker:</b>	Zunker chapter 2, 3  Sampson, McClain, Musch,	Case Study  CIP Client	RAT 2 (over week 4 readings)

	<b>Janet Lenz</b>	& Reardon	handouts	Decision Space Worksheet CTI
Week 5 9/21	Career Theories 3: (Ginzberg, Gottfredson, Bordin, Super)  <b>Guest Speaker: Jeff Garis</b>	Zunker chapter 2 Helwig (2001) Savickas (1997)	Case Analysis by Theory  Super Rainbow	RAT 3 (over week 5 readings)
Week 6 9/28	Career Theories 4: (LTCC, Happenstance, SCCT, Narrative)	Zunker chapter 2  Krumboltz (2008)  Lent & Brown (2008)	Case Analysis by Theory  Practice Narrative Approach  Career Theory Review	RAT 4 (over week 6 readings)  CASVE Paper due  Bring a pair of scissors, glue stick (or glue) and a magazine or 2 you wouldn't mind cutting up!
Week 7 10/5	<b>CAREER THEORIES EXAM</b>			Career Theories Exam Take Online, available at 5 pm. Due 10/12 by 5 pm
Week 8 10/12	Career intake interviewing,  Ethics	Zunker 5, 8  Forester-Miller & Davies (1996)  NCDAs ethical standards, available at <a href="http://www.ncda.org">www.ncda.org</a>	Role plays  Ethical Case studies  Plan Session 1 Meet group supervisor	Exam due by 5 p.m.  Cottingham Colloquium this week!!!  Discussion Question
Week 9 10/19	Job Searching	Resume writing guide, cover letter, job searching guides	Resume critique, mock interviews	RAT 5 (over week 9 readings)  Bring resume
Week 10 10/26	Career Assessment  <b>Guest Speaker: Gary Peterson</b>	Zunker 6	Case studies, practice interpretation	RAT 6 (over week 10 readings)  Bring all your career assessments & highlighter to class

Week 11 11/2	Using Information in Career Development	Zunker 7	Information safari & Scavenger Hunt in the Career Center  Meet group supervisor (5:15)	RAT 7 (over week 11 readings)  Post job search advice to discussion board (See blackboard for specific requirement)
Week 12 11/9	Career and Mental Health Counseling	Sampson (2007b) Sampson (2007d) Zunker chapter 4 <a href="http://ncda.org/aws/NCDA/pt/sp/prodevelopment">NCDA Webinar Blustein on Unemployment and Mental Health</a> ( <a href="http://ncda.org/aws/NCDA/pt/sp/prodevelopment">http://ncda.org/aws/NCDA/ pt/sp/prodevelopment</a> )	Integrative Case Studies  Meet group supervisor (5:15)	RAT 8 (Over week 12 readings)  Post diversity question for panel on discussion board  <b>Session 1 due by noon 11/8</b>
Week 13 11/16	Career Development and Special Populations	Zunker 9-11  Flores & Heppner (2002)	Meet group supervisor (5:15)	RAT 9 (over week 13 readings) <b>Session 2 due by noon 11/15</b>  Employment Barriers Presentation due
Week 14 11/23 <b>ONLINE</b>	Discussion on Special Populations, cont.	Zunker 13-14	Diversity case studies  Meet group supervisor (may schedule online supervision for this week)	<b>NO RAT!!!</b>  <b>Session 3 due by noon 11/22</b>
Week 15 11/30	Planning and Delivering Career Services	Zunker 15-17 NCDA (2007) Sampson (2010b) Tech Center Website Sampson (2009b) Sampson (2008) [Optional] Sampson (2009d)	DQ: Create a career program	RAT 10 (over week 15 readings) DQ Career Program to Blackboard due  Career Advising Final Write-up due

## F. Teaching Strategies

### **Dr. O's Philosophy and Teaching Strategies:**

I believe that career counseling is one of the most important, complex, impactful types of counseling that we can offer our clients. A career counselor helps individuals throughout all stages of their lives, from exploring their interests to making initial career choices, dealing with career transitions, difficulties in relationships at work, retirement, second and third careers and so on. The field of career counseling is powerful and exciting, in that our role is to help our clients give voice to their dreams and then to help them explore how to overcome boundaries and make those dreams come true. What can be more exciting than that?

My belief about you, as students who have chosen a helping field as a career, is that you have a genuine desire to help clients of varying ages through the developmental issues that they face. I believe that each of you bring to the class a unique background of education and experiences that can weave in with the information being presented and activities required, resulting in growth for each of us. I believe each of us have something of value to share, and that we all learn from each other. I believe you are all capable, creative and caring individuals, and that it is only by working together that we can take a course syllabus and make it meaningful.

My commitment to you is to give 100% of myself in terms of the information and learning experiences that I provide. I will try to be available and respond within 48 hours to any email request. I am open to feedback and if something is not working, to discuss how to adjust it so that it will work. My hope is that in turn, you will also give 100% effort in acquiring the information and skills, and in sharing from your own expertise/background, making the links between "real life," other courses, and this present course.

### **Course Format**

**Active Learning Approach:** MHS 5340 will be taught using primarily active learning approaches in which a brief lecture will be followed up with personal and team-based applications about what students have learned from the textbook and other required readings. Rather than implementing a lecture-based format, students will actively apply course concepts to solving real-world career problems that will be presented through case studies and other activities. In order to accomplish these goals, students will be assigned readings that are to be completed BEFORE coming to class. You will complete brief quizzes over the course of the semester PRIOR to coming to class to confirm that they have acquired a basic understanding of the material presented in the textbook before being asked to apply these concepts to real-world problems.

### **F. Field/Clinical Activities**

As a part of career counseling skill development, you will be asked to practice your skills in a "real life" counseling situation. For this assignment, you will need to find one person preferably from a special population of interest to you (Hispanic, dual-career, disability, international student, etc.) to "counsel" for at least **three** sessions. In setting up your counseling appointments, a supervisor or knowledgeable third party, instructor should be available (i.e., on site) in case additional support is needed. Please do not choose a person who is very close to you, for example spouse, family member, or best friend. Acquaintances will be fine. **Note 1:** Cases may arise where it would be unprofessional to end the relationship after the third session. In these cases, please talk with the instructor about how to proceed with additional meetings, as well as transitioning the client back into the agency or school.

The requirements for this assignment include:

- a. Three sessions focusing on a career counseling issue. The first session should be focused on information gathering. You may use an intake sheet as a guide. You will want to ask about specific factors that have

impacted their career choices, such as gender, race, religion, etc. Look at the rubric in this syllabus for guidance. Sessions 2&3 might include assigning/interpreting an assessment, introduction of career theory, specific career interventions, resource use, etc.

- b. You will tape each session, for your personal review and supervision. (An informed consent form is included in Blackboard). **Note:** Please do not begin your second and third sessions until after you have received feedback about the previous session. You will post a 10 minute consecutive clip of audio or video from each of your sessions onto the discussion board in Blackboard **and** in the Dropbox folder that will be created just for your group, your instructors, and your supervisor. (Note: If there are privacy concerns, such as the “client” is a student in your cohort, talk with your instructor). Instructions for how to post audio will be available in the “Useful Stuff” folder within Course Materials on Blackboard. **This must be posted in mp3 or mp4 format and edited to 10 continuous minutes**; wav format is unacceptable. (Instructions for audacity are in the useful stuff folder). Make sure that your device is recording. Failure to post audio or video will result a deduction of 2.5 points.
- c. For each session, include in the content box within Blackboard the following: (1) a brief description of what happened during the session, (2) your plans for the next session (in session 3, writeup recommended next steps), (3) the theoretical approach you are using, and (4) specific questions you might have (should be at least 1, and more substantive than “was this good?”). You should also provide this information as a word file in Dropbox. You will also (5) provide feedback to one other person outside of your group on their session. Feedback should be more than “sounds good” – and should attempt to address the question(s) they list. (Please include the name of the person you provided feedback to and the actual feedback in your writeup. The total possible points for each individual session is 5 points per session.
- d. You will be receiving group supervision in small groups during the first hour and a half of class during 3 weeks of class. Your group supervisor is a master’s student career counseling intern. They will be listening to your tape, providing individual feedback as well as facilitating group supervision.
- e. At the conclusion of the third session, you will complete a Final Career Session Writeup Form (described in detail in the syllabus), submit to the assignment link and also post on the appropriate forum on the discussion board. Any paper with more than 2 typographical (spelling, grammar or APA) errors will result in a 5 point deduction. Points for this portion of the assignment are included in the syllabus and 20 total points. The entire project is worth 35 points.

### Final Career Counseling Write Up Form

- |    |   |          |
|----|---|----------|
| 1. | Brief description of client background/career concerns. Also discuss any effects of racism, discrimination, sexism, power, privilege and oppression on your client’s career concerns/history. If none were noted by the client, hypothesize as to how they might have impacted their world view, view of self, perceptions of options, etc. How do other roles of your client (worker, family, leisurite, etc.) impact their career concerns? | 2 points |
| 2. | Describe how you considered and incorporated your own cultural background, as well as the client’s cultural background in your sessions (your interventions, your questions, etc.). This is also the place to address other issues such as gender, disability, sexual orientation, etc.   | 2 points |
| 3. | Describe your interventions – assessments, mock interviewing, resume critiquing, information sources, etc. How did you decide on the interventions you used? How did these interventions fit in with the stated career concerns? If you used an assessment, what were the results, and how did you go about interpreting the results? What worked, and what didn’t work? What community resources did you provide to your client?             | 2 points |

4. Referring to NCDA's [list of services of the career counselor](http://www.ncda.org/aws/NCDA/pt/sd/news_article/5587/PARENT/layout_details_search/false) ([http://www.ncda.org/aws/NCDA/pt/sd/news\\_article/5587/PARENT/layout\\_details\\_search/false](http://www.ncda.org/aws/NCDA/pt/sd/news_article/5587/PARENT/layout_details_search/false)) identify the specific services you provided (bullet form is OK). 1 points
5. Identify any ethical issues that emerged, or that you considered, and how you addressed them. One example that each of you should address is confidentiality and taping. 1 points
6. Describe the career theory used. Be specific as to how you incorporated key tenets into your sessions. 2 points
7. Describe how you used information from other courses you have taken (e.g., multiculturalism, student affairs, online services in counseling, ethics, etc.) with respect to your sessions. 2 points
8. What the career development/career counseling research suggests. (Choose one **EMPIRICAL** article focusing either on your client's population, career issue, etc.). Cite the article, in APA format, and briefly summarize the findings. Appropriate journals would include Career Development Quarterly, Journal of Vocational Behavior, Journal of Career Development). Please relate the findings to your client or career counseling approach. For example, you might describe an article that focused on career interventions with at-risk youth, and relate it back to either an intervention you used or how your client was similar to the population described – and how your outcome was similar or dissimilar to the one described the article. Do not copy/paste. Please cite appropriately within text and at the end (#10). 2 points
9. Reflection on this experience (what you learned about yourself, career counseling, your client, etc.). 2 point
10. Being as authentic as possible, please complete the following statement: "Career counseling is...." 1 point
11. Feedback. Provide feedback to at least one other person's post. 1 point
12. Article Reference in APA style. DOUBLE AND TRIPLE CHECK YOUR APA STYLE!!! 2 points

NOTE: for PCS students only (although other students should save their paper in the same format noted below): This project is used as an artifact for FIVE CACREP student learning objectives (SLOs). An electronic copy of this project should be included in each group member's portfolio. There will be a place for you to upload the assignment (word document only) for the artifact. Please save the artifact as a word document in this format: last name\_\_MHS5340\_careerfinalwriteup (example: Osborn\_MHS5340\_careerfinalwriteup). **Papers that are not saved in this format will lose 3 points.** For the purposes of the portfolio, this project as an artifact will be evaluated on a 3-point scale for both SLOs. The scale breaks down as follows:

Curricular Area/SLOs	1	2	3
	Weak demonstration of learning objective	Proficient demonstration of learning objective	Excellent demonstration of learning objective



<p><b>Core Curricular Area 4: Career Development</b> Students will demonstrate an understanding of career development and related life factors, including theories, assessments, career resources, and the interrelationship between career and other life roles.</p>	<p>Poor understanding of career development and related life factors.</p>	<p>Good understanding of career development and related life factors.</p>	<p>Strong understanding of career development and related life factors.</p>
<p><b>Career Counseling Domain 1: Foundations of Career Counseling</b> 1. Students will demonstrate an understanding of the history and philosophy of career counseling, career counselor roles and functions, competencies, credentials, and theory and models of career development. 2. Students will demonstrate the ability to apply ethical and legal standards in career counseling and explain career development as a subset of human development.</p>	<p>Poor understanding of professional roles, competencies, credentials, and theories and models in career development.</p>	<p>Good understanding of professional roles, competencies, credentials, and theories and models in career development.</p>	<p>Strong understanding of professional roles, competencies, credentials, and theories and models in career development.</p>
<p><b>Career Counseling Domain 2: Counseling, Prevention, and Intervention</b> 1. Students will demonstrate an understanding of career development, career counseling, career programming and information delivery techniques and models. 2. Students will demonstrate an ability to understand clients' personal, family and contextual factors that impact career development and decision making, and support clients in managing and life and work role transitions, including employability and job search skills.</p>	<p>Poor understanding of career development, career counseling, career programming and information delivery techniques and models.</p>	<p>Good understanding of career development, career counseling, career programming and information delivery techniques and models.</p>	<p>Strong understanding of career development, career counseling, career programming and information delivery techniques and models.</p>

<p><b>Career Counseling Domain 3: Diversity &amp; Advocacy</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of multicultural issues in career counseling, the effects of racism, discrimination, power, and privilege, as well as sociopolitical and socioeconomic forces that affect ethnic and cultural minorities.</li> <li>2. Students will also demonstrate knowledge of the impact of globalization on careers, and the ability to make accommodations for unique career needs of diverse populations, and help other individuals understand these unique needs.</li> </ol>	<p>Poor understanding of multicultural issues and their impact on ethnic and cultural minorities.</p>	<p>Good understanding of multicultural issues and their impact on ethnic and cultural minorities.</p>	<p>Strong understanding of multicultural issues and their impact on ethnic and cultural minorities.</p>
<p><b>Career Counseling Domain 4: Assessment</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of assessment strategies including choosing appropriate career assessments, and understanding bias in career assessment and interpretation.</li> <li>2. Students will also demonstrate an ability to select, administer, and report findings from varied types of career assessments.</li> </ol>	<p>Poor understanding of career assessments related to selection, use and sharing findings with clients.</p>	<p>Good understanding of career assessments related to selection, use and sharing findings with clients.</p>	<p>Strong understanding of career assessments related to selection, use and sharing findings with clients.</p>

On your title page, in addition to your name, course #/class name, date, team, please copy/paste this information:

OVERALL GRADE:

SLO AREA 4 SCORE:

SLO CC DOMAIN 1 SCORE:

SLO CC DOMAIN 2 SCORE:

SLO CC DOMAIN 3 SCORE:

SLO CC DOMAIN 4 SCORE:

\*Failure to do so will result in a **loss of 3 points!**

### H. Expectations/Attendance

**Professional Demeanor:** Students are expected to behave in a professional manner. Elements of professionalism include the following:

- 1) personal and academic integrity
- 2) responsibility for one's own behavior, tasks, assignments and life lessons
- 3) consideration, caring and sensitivity to peers/instructor and appropriate interactions
- 4) maturity, including the capacity to accept "no"
- 5) evidence of a continuous process of self exploration, resulting in enhanced self awareness

- 6) practice of ethical and moral professional behavior
- 7) openness to constructive feedback
- 8) willingness to try new behaviors and to make suggested changes
- 9) lack of complaining, badgering, whining, etc., especially over points or half-points
- 10) positive and enthusiastic attitude and engagement in the class activities and discussions
- 11) consistent meeting of deadlines
- 12) use of technology in an appropriate manner (laptops are encouraged, but only for academic purposes – checking FB, email, etc., is only appropriate during breaks)

While this is typically not a problem with graduate students, displays of unprofessional behavior will result in a meeting between the instructor, the program coordinator, and the student.

### **University Attendance Policy**

“Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.”

#### ***Dr. O’s Policy on Attendance***

Career counseling is a key competency area identified by CACREP, and thus, attendance at all class meetings is expected and required. This includes arriving on time, coming back in a timely manner from breaks, and staying until class is dismissed. Each unexcused absence (which is anything not mentioned in the university policy) will result in a **loss of 5 points** (or half a letter grade). Each tardy or leaving early will result in a **2.5 loss** of points.

### **Sexual Harassment Policy**

“Sexual harassment is a form of discrimination based on a person’s gender. Sexual harassment is contrary to the University’s values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.”

## **I. Grading/Evaluation**

### **Assignments, Evaluation, and Grading Structure**

All assignments and activities are designed to help students apply and demonstrate their knowledge and understanding of career development concepts.

Points		CACREP	GRADING SCALE	
35	3 Career Advising Sessions, Supervision Sessions, & Final Career Counseling Write-up	iiG.4.a, b, d-g; CC.A.5; CC.C.1-4; CC.M.2-3; MH.E.2; MHG.2	99-100	A+
10	CASVE paper	MH.E.2; IIG4.a,b, d-g; CC.A.5;	93-98	A

		CC.C.1-5; CC.M.1		
20	Employment Barriers Presentation		90-92	A-
10	Career Theories Exam	MH.E.2; MH.G.2; II.G.4.a-g; CC.A.1 CC.M.1-3	88-89	B+
10	RATS/quizzes	MH.E.2; MH.G.2; II.G.4.a-g; CC.A.1.-5; CC.C.1-5; CC.M.1-3	83-87	B
10	Self-Assessments and Write-up	iiG.4.a, b, d-g; MH.G.2; CC.A.5; CC.E.2-4	80-82	B-
5	Discussion Questions: Diversity Question (1), Job Search Advice (1), Unemployment (1); Resume (1); Career Program (1)	MH.E.2; MH.G.2; II.G.4.a-g; CC.A.1.-5; CC.C.1-5; CC.M1-3	78-79	C+
<b>Total:</b>	<b>100</b>	72-77=C      70-71 = C- 68-69 = D+    62-67 = D 60-61 = D-    0-59 = F		

### **Career Problem Solving and Decision Making Paper**

The purpose of this paper is to apply one career theory to your own decision making process. The career problem solving and decision-making paper provides you with an opportunity to use the CASVE cycle from Cognitive Information Processing theory to think through your recent career decision or to solve a current career problem. This is the same process that FSU career advisors talk through with clients, and thus will help you to see first hand how the theory works.

#### **Paper elements:**

The headings below should be on your paper in bold. There is not a page length expectation, but each element should be addressed thoroughly. APA style should be used. Each section is worth 2 points. Please save your file with your last name and upload to the assignments page. For example, I might save as Osborn, or Osborn\_casve\_paper (no spaces).

1. **Knowing About Myself.** In this section, provide a general description of who you are. What adjectives do you and others use to describe yourself? Include a reflection on the effects of racism, discrimination, sexism, power, privilege and oppression on your career choices. You may include visuals if you like. 1-2 paragraphs, but you may use more if you like.
2. **Knowing About My Options.** 1-5 paragraphs on the 3-5 career/life options you are currently considering, and why (what attracts you to these options). Also discuss how globalization has impacted your career options, as well as the education, training, and employment trends, as well as labor market information and resources that provide information about job tasks, functions, salaries, requirements and future outlook to the general field(s) you are considering, as well as the specific occupations. At least 1 of your sources must be O\*NET. Make sure to cite where you got your information, in text and in the reference section at the end of the paper. Use APA style for citation.
3. **Knowing How I Make Decisions.** Using the CASVE Cycle client handout (in Blackboard), describe how you came to your current career decision. Each step (C-A-S-V-E-C) should be labeled and described, and the process of how you completed the tasks of each step described. For example, "I did an informational interview with a mental health counselor which helped me learn of my options." The steps do not need a lengthy description, and some may only be a couple of sentences. However, you may use as much space as you need. Note: on the "thinking about my decision making," just make a general statement as the next section will deal with that in more detail.
4. **Thinking About My Decision Making.** What is your self-talk generally like? What items did you score higher on with the CTI? What's the main theme(s) of your self-talk (as measured by the CTI and in general)? Where do those beliefs

come from for you? How do these beliefs impact your decisions? How can you better manage your negative self-talk?

5. **Summary and Reflection:** 1-2 paragraphs reflection on the applicability of the CIP/CASVE theory to your own career decision. Which portions were of most use personally to you? This may include elements not included in the write-up, such as the use of inventories, the Decision-Space Worksheet, the CTI workbook, and so forth. How might you use this theory and related tools in your future practice/field?

### **Role of the Career Advisor**

Ask a Career Advisor in the Career Center for help in selecting, sequencing, locating, and using the career resources for this assignment. A Career Advisor can specifically help you:

- Clarify your career problem (the gap)
- Clarify your goals in relation to the gap that you intend to narrow.
- Create an Individual Learning Plan (ILP) based on this assignment
- Locate the career resources indicated on the ILP.
- Learn how to use the resources indicated on the ILP.
- Follow up on your use of the resources indicated on the ILP.
- Critique your résumé and have it stamped at The Career Center.
- Critique your cover letter and have it stamped at The Career Center.
- Help you get signed up for Sigi3 and/or use a card sort.
- Revise your ILP as needed.

You can decide to either work with one Career Advisor during their scheduled hours in the Career Center library or you can work with any Career Advisor on duty from 9:00 to 4:30 Monday, Wednesday, Thursday, or Friday, or starting in mid-September, 9:00 to 8:00 on Tuesday. First-year counseling students who work as Career Advisors in the FSU Career Center also take counseling classes with students who are enrolled in this class. In order to minimize any potential dual relationship ethical problems, students in this class should seek assistance from Career Advisors who are permanent staff members, doctoral students who are working in the Center, or second-year counseling students who work as Career Advisors. First-year students who work as Career Advisors and who are also taking this class may not provide any assistance to other students who are taking this class.

During peak periods of demand, there may be some delay in meeting with a Career Advisor. You can wait until either a Career Advisor is available or you can return at a time that is typically less crowded. You may decide that you need additional career assistance beyond what can be provided by a Career Advisor on a drop-in basis. Discuss the option of individual career counseling appointments with a Career Advisor or your instructor.

### **Employment Barriers Presentation**

Students will prepare a 10-15 minute presentation that focuses on a topic regarding career counseling with people with a specific employment barrier (i.e. lack of education, physical/mental disability, low income, transportation, homelessness, etc.) Select a population which you would like to learn more about. Presentations should include a brief overview of the population, what challenges they often face (use references when possible), a list of at least 10 resources (these should be a blend of online and local resources), and possible approaches to counseling. Also prepare 2 to 3 discussion questions for the class to explore. In addition to the presentation, a 1 page informational brief containing the above information should be brought to class and shared with other students.

**Self-Assessments, Write Up and Interpretation**

As another experiential activity, you will be asked to complete the inventories listed below. This is also ethical practice, in that you should take any inventory (and practice interpreting the results) prior to giving it to a client. You must complete the following inventories (Specifically, do the career assessment piece that links with occupations):

- Self-Directed Search (paper version given in class;)
- Focus2
- Sigi3 (make an appointment at the Career Center)
- Career Story (in Blackboard)
- ONET skillsearch (<http://online.onetcenter.org/skills/>)
- Card sort – work with a career advisor in the career center and choose a card sort to complete. Include relevant information in the sections of the table below (not all cells may be relevant).
- Expert interview: Ask someone who is an expert on you to respond to the three questions in the table below.
- Youtube video (a link to one youtube video that captures “you” best). Do not include the video in the table below, but in the content box on the discussion board. Also, please be professional in your choice of videos and avoid those that have either images or words that might be considered offensive. For an example of what we expect:
  - I’m a Kitty Cat - <http://www.youtube.com/watch?v=Dt4zvJNXbdI> - I chose this one because it’s simple but fun and a little bit off center (and, I’m a cat person). It’s definitely not the most sophisticated video out there, and it gets a little weird in some places, but the person who made it was having a great time doing it. That might be like me in that I enjoy trying new things that many people might raise (or furrow) their eyebrows at, but I think a lot of students appreciate that I try, that I’m real, and that I try to make learning fun.

Your other results should be compiled in this table and attached on the discussion board:

	<b>Scores</b> for total and main scales (include actual scores for main scales)	Main Interests, Personality Descriptors or results	Occupations to Consider or Pursue	Occupations to Avoid (if applicable)
SDS	R=23; I=42, etc.			
Focus2				
SIGI3	Values			
ONET Skills Search	skills			
Career Story				
Card Sort				
Expert Interview (ask someone who knows you will to respond to these 3 boxes about you)	Include the name and relationship to you here.			

Finally, **write a paragraph** that interprets/summarizes what your results suggest, what you have learned about yourself, what themes you see, any potential contradictions, which assessment was most helpful and why. You should complete this assignment and submit your table and your interpretation to the appropriate Blackboard Discussion Board. Also, bring the hard copies of all your test results to class on the due date. Assignments turned in after the deadline will result in a 50% deduction. Bring a highlighter, too! Assignments turned in after the deadline will result in a 50% deduction. You do not need to turn in the Career Thoughts Inventory.

### **Career Theory Exam**

There is one exam, worth 10 points over the career theories studied in the class. The exam is open article and open-note, mostly multiple choice with a couple of short answers. You will have 4 hours to complete the exam, and once you start the exam, you must complete it in one sitting (the clock will not stop and start if you exit and re-enter). You will have **ONE** attempt at the exam. You are on the honor system. Please do not share the test, print out the test, or save the test as this is both unethical and immoral. The test will not be available after the deadline.

### **Homework**

The student will complete two homework assignments that will be graded on a pass-fail basis. Homework assignments will include a Diversity Question and Job Search Advice – see discussion board for more details.

### **RATS/quizzes**

Eleven quizzes will be administered that specifically address the assigned section readings from your texts and/or supplemental readings. The Readiness Assurance Test (RAT) is a strategy commonly employed in team-based learning. The purpose of these assessments is to ensure that all students have an understanding of basic career concepts and theories upon arriving to class, in order to facilitate higher-level learning and application during class instruction. These will be open-note/open-book. You have 1 week to complete the quiz, and it must be completed the quiz by the time class starts. on the deadline. You will have **two attempts** at the quiz and your highest score will be calculated. The quiz will not be available after that point.

**Extra Credit Opportunities:** There will be three extra credit opportunities – you may choose **one** of these. They will add up to **2 points** to be added to your total grade. 1) Attend the Cottingham Colloquium, obtain a signature from a faculty member **and** write up a 1 paragraph reflection on something that spoke to you in that presentation; 2) get your resume critiqued in the career center, have the critique stamped, and submit both the critiqued resume **AND** the updated resume; **or** 3) write and submit a 950 word article (instructor approval required) to NCDA's professional e-zine, *Career Convergence*. All extra credit assignments are due by the last day of class (not finals week).

### **Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

### **J. Honor Code**

"The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of

students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.”

**Plagiarism:** Students should be aware of an available service called “SafeAssignment” and “Turnitin” to detect plagiarism. Florida State University has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives the matching score and a report. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment or “turnitin. If plagiarism is found, the student will automatically receive a FF in the course and will immediately be brought to the faculty’s attention regarding fitness to proceed in the program.

### **K. ADA Requirements**

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way; 108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice) (850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu); <http://www.disabilitycenter.fsu.edu/>

### **L. Syllabus Change Policy**

“Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice”

### **M. Bibliography**

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Additional references and supplemental materials will be provided as appropriate.



# FLORIDA STATE UNIVERSITY

EDUCATIONAL PSYCHOLOGY & LEARNING SYSTEMS, COLLEGE OF EDUCATION

*Instruction that moves, leadership that inspires,  
scholarship that makes a difference for the 21<sup>st</sup> century.*

## COURSE OBJECTIVES, CACREP STANDARD MET, LEARNING MODALITY, EXPECTED ASSESSMENTS/OUTCOMES

Objective	CACREP Standard	Learning	Assessment/Outcome
Demonstrate knowledge of historical and emerging theories and models of career development, counseling, and decision making over the lifetime	CACREP II4a, CC1a-c (See CACREP for additional information: <a href="http://www.cacrep.org">http://www.cacrep.org</a> )	Readings: Zunker chapter 2, 3 Parsons (1909). Gottfredson & Juhnston (2009) Brown (2002) Helwig (2001) Savickas (1997) Krumboltz (2008) Lent & Brown (2008)  Lecture, discussion, case studies	<ul style="list-style-type: none"> <li>• Career Theory Exam</li> <li>• Team-based learning</li> <li>• Career Advising Experience, Discussion, Final Writeup</li> </ul>
Demonstrate awareness of processes for identifying and using career, avocational, educational, occupational and labor market information resources, job tasks, requirements, employment trends, technology, and information systems	CACREP II4c, CC2g	Readings: Zunker, chapter 7  Discussion, In class activity with information	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Self-Assessment Assignment</li> <li>• Career Information Safari</li> </ul>
Identify and use assessment tools and techniques, and technologies relevant to career planning and decision-making. Determine strategies for completing a comprehensive assessment of abilities, interests, values, personality and other factors that contribute to	CACREP II4d-e, i, CC3a, CC3d	Zunker, chapter 6  In class demonstration of administering and interpreting card sorts.  Take CTI in class; discussion of results	<ul style="list-style-type: none"> <li>• Decision Space assignment</li> <li>• Self Directed Search activity</li> <li>• Card sort activity</li> <li>• SIGI<sup>3</sup> assignment</li> </ul>

career development. Understand approaches for assessing the conditions of the work environment on clients' life experiences; strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.		In class roleplays with assessment results.	<ul style="list-style-type: none"> <li>• Career Thoughts Inventory</li> <li>• Career Story Interview</li> <li>• Case Studies</li> </ul>
Demonstrate growing competencies in understanding the unique needs and characteristics of varying genders, multicultural and diverse populations with regard to career exploration, employment expectations, socioeconomic issues, career information resources, and the impact of globalization on careers and the workplace. Students will also demonstrate knowledge of delivering strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	CACREP II4g CC2c, e, f; CC3f	Zunker chapters 5 & 8	<ul style="list-style-type: none"> <li>• Career advising experience, final writeup</li> </ul>
Understand ethical and culturally relevant strategies for addressing career development	CACREP II4j, CC2j	<p>NCDA ethical standards, available at <a href="http://www.ncda.org">www.ncda.org</a></p> <p>Ethical case studies, roleplays, lecture</p>	<ul style="list-style-type: none"> <li>• ethical case studies</li> <li>•</li> </ul>
Identify professional organizations, preparation standards, and credentials relevant to the practice of career counseling, as well as state and national legislation and programs impacting the practice of career counseling, including NCDA Competencies. Also, understand key legislation that has impacted the history of career	CACREP CC1a, CC2i	<p>Zunker chapter 1, lecture</p> <p>Zunker chapters 5 &amp; 8</p>	<ul style="list-style-type: none"> <li>• quiz questions</li> <li>• case discussions</li> <li>• group supervision of career advising</li> </ul>

development.			
Outline strategies for career development program planning, organization, implementation, administration, and evaluation.	CACREP II4f	Zunker chapter 15-17 NCDA (2007) Sampson (2010b) Tech Center Website Sampson (2009b) [Optional] Sampson (2009d) Sampson (2008)  In class career design activity	<ul style="list-style-type: none"> <li>• quiz questions</li> <li>• in class career design activity</li> </ul>
Identify the factors that affect clients' attitudes toward work and their career decision-making processes, as well as approaches for conceptualizing the interrelationships among and between work, education, mental well-being, relationships, family, leisure, life-work role transitions, and other life roles and factors. Also, identifying approaches for assessing the conditions of the work environment on clients' life experiences. They will also demonstrate intake interview skills. Also, to understand the effects of racism, discrimination, sexism, power, privilege and oppression on one's own life and career and those of the client.	CACREP II4b, d, CC2d, f, CC3a, b	Zunker chapters 9-12	<ul style="list-style-type: none"> <li>• quiz questions</li> <li>• case studies</li> <li>• CASVE paper</li> <li>• Career advising experience, final writeup</li> </ul>
Acquire an ability to apply cognitive information processing theory to address personal career goals as well as career development planning, organization, and evaluation in the CASVE Cycle Paper	CACREP II4a-e	Zunker chapters 2-3  Case study, CIP Client handouts, CTI, Decision Space Worksheet	<ul style="list-style-type: none"> <li>• CASVE Cycle Paper</li> <li>• Class discussion</li> <li>• Case study analysis</li> </ul>

Identify strategies for facilitating client skill development for career, educational, job search/creation, and life- work planning and management	CACREP II4h; CC2h, CC3c	Zunker chapter 1, 4, 5, 7, 8 Career counseling case Case studies	<ul style="list-style-type: none"> <li>• Career counseling case</li> <li>• Career information safari</li> </ul>
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