



FLORIDA STATE UNIVERSITY

EDUCATIONAL PSYCHOLOGY & LEARNING SYSTEMS, COLLEGE OF EDUCATION

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

A. Course Prefix, Title and Credits:

MHS 5340 – Foundations of Career Development (4 credit hours)
FSU Career Center, 2nd Floor, 2208, Tuesdays, 5:15-8:35 p.m.

Instructor

Tristen Hyatt, Ph.D.

Office hours:

Mondays: 4:00-5:00 Career Center-first floor-1207

Wednesdays: 9-10 am, 1:30-2:30 pm Career Center

Thursdays: 1:30-4:00 Stone Building 3206L, 4:30-5:00 Career Center

*Also by appointment

Email: Thyatt@fsu.edu Phone: 850-644-9440

B. Prerequisites or Co-requisites: NA

C. Course Objectives, and Course 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.

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

Zunker, V. G. (2016). *Career counseling: A holistic approach*. 9th Edition. Australia: Cengage.

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

E. Topical Course Outline

Career Development Course Schedule, Fall 2018

Class #	Topic	Readings	Activities	Due Today
Week 1 8/27	Introduction to/History of	Zunker 1	Take the Self- Directed Search	NOTHING!!! ☺

5.b.1.a-c 2.F.1.f	Career Counseling			*Take assessments ASAP!!! *Visit the Career Center ASAP to get scheduled for SIGI and FOCUS!!!
Week 2- (Labor Day 9/3) 5.b.2.a-b 2.F.4.a-b 2.F.4.b	Explore the intersection of career and mental	Case Studies, Blustein		DQ1-Explore the relationship between mental health and career counseling
Week 3 9/10 5.b.1.a-c 5.b.2.i-j 2.F.4.a 2.F.1.f-g	Career Theories 2: (Parsons, PEC, Holland, Brown)	Zunker chapter 2 Gottfredson & Johnstun (2009) article about Holland Parsons (1909) - skim Brown (2002)	<ul style="list-style-type: none"> • Case Study Analysis • Review SDS • Favorite Parsons' Question 	DQ2: Favorite Parsons' ?
Week 4 9/17 5.b.1.a-d 5.b.2.d.,e.,h 2.F.4.a	Career Theories 1: CIP	Zunker chapter 2, 3 (focus on CIP) CIP Readings in Folder	<ul style="list-style-type: none"> • Case Study • CIP Client handouts • CTI <ul style="list-style-type: none"> • 8 Propositions-Brown Activity-Case Study 	Quiz 1 Theories DQ3
Week 5 9/24 5.b.1.a-c 5.b.2.b.,c.,f.,g. 2.F.4.a-b.,d	Career Theories 3: (Ginzberg, Gottfredson, Bordin, Super)	Zunker chapter 2 Bordin (1963) Cochran et al. (2009) Ginzberg (1988)	<ul style="list-style-type: none"> • Case Analysis by Theory • Super Rainbow 	<i>SDS result review, Bring colored pencils or crayons or markers</i>
Week 6 10/1 5.b.1.a-c 2.F.4.d	Career Theories 4: (LTCC, Happenstance, SCCT, Narrative)	Zunker chapter 2 Krumboltz (2009) Lent & Brown (2008) Taber et al. (2011)	<ul style="list-style-type: none"> • Case Analysis by Theory • Practice Narrative Approach • Career Theory Review 	<i>Bring a pair of scissors, glue stick (or glue) and a magazine or 2 you wouldn't mind cutting up! Explore Narrative with vision board.</i>
Week 7 10/8	CAREER THEORIES EXAM-IN CLASS			

Week 8 10/15 5.b.3.a 5.b.2.j 2.F.1.g 2.F.4.h	Career Intake Interviewing Ethics	Zunker 5, 8 Forester-Miller & Davies (2016) NCDA ethical standards, www.ncda.org	<ul style="list-style-type: none"> •Case Study •NCDA ethical guideline activity •Meet group facilitator (6:15) – Plan session 1 	<i>Cottingham Colloquium this week!!!</i>
Week 9 10/22 5.b.3.a 5.b.3.f 2.F.4.i 2.F.7.i 2.F.4.e	Career Assessment	Zunker 6 Peterson et al. article	<ul style="list-style-type: none"> •Role plays •Meet group facilitator (6:15) 	Session 1 due by 6 pm 10/20 CASVE PAPER DUE 10/22 DQ4
Week 10 10/29 5.b.3.d 2.F.4.c	Using Information in Career Development	Zunker 7	<ul style="list-style-type: none"> •Youtube Clip •Onet Skills Search •Meet group facilitator (6:15) 	Session 2 due by 6 pm 10/27 Quiz 2 Theories
Week 11 11/5 5.b.1.b-d 2.F.4.a-b.,g.	Career and Mental Health Counseling con. From week 2	Zunker chapter 4 Sampson (2007b) Sampson (2007d) CPAD Special Issue on Career and MH NCDA Webinar Blustein on Unemployment and Mental Health (http://ncda.org/aws/NCDA/pt/sp/prodevelopment)	<ul style="list-style-type: none"> •Career Story •Card Sort • Class time to work on assessment write-up •Meet group facilitator (6:15) 	Session 3 due by 6 pm 11/3 DQ5
Week 12 11/12	Holiday-Veteran's Day			DQ6
Week 13 11/19 5.b.2.a.b.,h.,g. 2.F.4.c	Job Searching Career Development and Special Populations	Resume writing guide, cover letter, job searching guides Zunker 9-12 Byars-Winston & Fouad, 2006 Flores & Heppner	Integrative Case Studies Resume critique, mock interviews	<ul style="list-style-type: none"> • <i>Bring resume</i> Assessment Write-Up Due Quiz 3: Assessments, Interventions
Week 14 11/26 5.b.2.a.,g 2.F.4.f	Career Development in the Community	Zunker 13-14		DQ7

Week 15 12/3 5.b.2.a.b.,h. .g. 2.F.4.f.,i.	Planning and Delivering Career Services	Zunker 15-17 NCDA (2007) Sampson (2010b) Tech Center Website Sampson (2009b) Sampson (2008) [Optional] Sampson (2009d)		Career Advising Final Write-up due
Week 16 12/10	CAREER CONCEPTS EXAM-IN CLASS			

F. Teaching Strategies

Assessment

As a Counselor Educator, one aspect of teaching is facilitating discussion; however, assessments are key to ensuring that knowledge is being imparted. I feel that it is important to recognize that learning styles are varied and to address this through varied assessment approaches. Formal assessments with matching, fill in the blank, essay, and multiple choice are necessary but I believe that the curriculum should reflect an appreciation and awareness for diversity in learning. I believe strongly that is important to incorporate reading submissions where students can facilitate interpretation of reading from the text in order to track if theories/techniques are being digested thoroughly and this allows me the opportunity to address concerns as they arise. Also, I believe that in order for students learning to be addressed in a diverse way, requiring students to demonstrate verbal and written ability (through class participation/discussion, role plays, and written assignments) is key to assess student understanding of materials in a diverse way that addresses differing learning styles. Furthermore, I feel that within counseling, to increase diversity, an emphasis should be placed on experiential learning. Another way to increase experiential learning that I enjoy utilizing is role plays as students are exposed, experientially, to techniques and situations in a safe environment. I feel that being diverse in assessment is key to ensure all student needs are being met and that through the things listed above student competency can be ascertained.

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 in 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.

G. Field/Clinical Activities and class assignments (only field activities is the 3 required taped recordings)

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:** 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.

****Informed consent will be given for taping- these sessions are supposed to be individuals that are NOT close friends are people that are within your program of study or CLIENTS! You are to seek a diverse individual through networking who will participate in three career advising sessions that will be taped.**

The requirements for this assignment include:- 5 POINTS PER TAPE UPLOAD

- 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 Canvas). **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 on Canvas for your group/instructors/and supervisors and will write-up your thoughts/feelings, briefly, on the discussion board, on CANVAS. (Note: If there are privacy concerns, such as the “client” is a student in your cohort, talk with your instructor). **This must be posted in mp3 or mp4 format and edited to 10 continuous minutes;** wav format is unacceptable. 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, you will do a session write-up within Canvas, include the following: (1) a brief description of what happened during the session, (2) your plans for the next session (3), write-up recommended next steps, (4) the theoretical approach you are using/if you don't know-best guess, and (5) specific questions you might have (should be at least 1, and more substantive than “was this good?”
- d. You will be receiving group supervision in small groups during class for 3 weeks. 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 Write-up 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. The entire project is worth 45 points (15pts for sessions 1/2/3, and 30 for the final write-up).

Final Career Counseling Write Up * key assessment- 30 POINTS-Rubric Following assignment details

- | | |
|--|-------------|
| 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, leisure, 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? | 5
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) identify the specific services you provided (bullet form is OK). | 1
point |
| 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
point |

6. Describe the career theory used. Be specific as to how you incorporated key tenets into your sessions. 5 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. 1 point
8. Describe the interrelationships you saw among and between work, mental well-being, relationships, and other life roles and factors of your client. 1 point
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, and Journal of Career Development. Please relate the findings to your client or career counseling approach. For example, you might describe an article (Jones, 2015) 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). 5 points
9. Reflection on this experience (what you learned about yourself, career counseling, your client, etc.). 3 point
10. Being as authentic as possible, please complete the following statement: “Career counseling is…” 2 point
11. Article Reference in APA style. **DOUBLE AND TRIPLE CHECK YOUR APA STYLE!!!** 2 points

RUBRIC FOR FINAL WRITE-UP (KEY ASSESSMENT AND MUST BE SUBMITTED AS ARTIFACT)

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 SIX CACREP student learning objectives (SLOs). The first is for all counselor education students, the rest are for career counseling students. You should submit an ungraded electronic of this paper to Debra Ham Kelley by the end of the semester. Please save the artifact as a word document in this format: last name__MHS5340_careerfinalwriteup (example: lastname_MHS5340_careerfinalwriteup) and post to the assignment link. **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 the following 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
CORE Curricular Area 4: Career Development 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.	Poor understanding of career development and related life factors.	Good understanding of career development and related life factors.	Strong understanding of career development and related life factors.

<p>Career Counseling Domain 1: Foundations of Career Counseling</p> <p>1.1 Students will demonstrate an understanding of the history and development of career counseling, career counselor roles/functions/settings, career counseling competencies and credentials, and theory and models of career development as they apply across the lifespan.</p> <p>1.2 Students will demonstrate knowledge of assessment strategies including choosing appropriate career assessments (formal and informal), and understanding bias in career assessment and interpretation.</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>Career Counseling Domain 2: Contextual Dimensions</p> <p>1.3 Students will demonstrate an understanding of the contextual dimensions in which career counseling is needed and occurs, including factors that impact a client's career decision, such as multicultural and diverse backgrounds; gender roles and responsibilities; the impact of globalization and technology; internal factors that might affect clients' attitudes toward work and their career decision making processes; education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations; and be able to articulate legal and ethical considerations specific to career counseling.</p> <p>1.4 Students will demonstrate knowledge and skill in providing relevant resources to clients that assist in career planning, job search, and job creation.</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>Career Counseling Domain 3: Practice</p> <p>3.2 Students will also demonstrate skills related to planning and organizing career resources and implementing/administering career development programs and services, and outline approaches to market and promote career counseling activities and services.</p>	<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>Career Counseling Domain 4: Assessment</p> <ol style="list-style-type: none"> 1. Students will demonstrate knowledge of assessment strategies including choosing appropriate career assessments, and understanding bias in career assessment and interpretation. 2. Students will also demonstrate an ability to select, administer, and report findings from varied types of career assessments. 	<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>
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Career Problem Solving and Decision Making Paper (CASVE Paper)- 20 POINTS

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 Hyatt, or Hyatt_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 Canvas), 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?

Self-Assessments, Write Up and Interpretation- 20 POINTS

As an experiential activity, you should 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)
- FOCUS assessment (see guide in Canvas)
- Sigi3 (see guide in Canvas)
- Career Story (in Canvas-in class)
- ONET skills search (in class) (<https://www.onetonline.org/skills/>)
- Card sort (complete in class)
- Super Rainbow (complete in class)
- Expert interview (out of class) Ask someone who is an expert on you to respond to the three questions in the table.
- Video (out of class) Create a video with your elevator speech

Your other results should be compiled in this table provided, except for the Super Rainbow, Card Sort, and Career Story (you should provide the results for Super Rainbow, Card Sort, and Career Story below the chart in paragraph form).

For Super’s Rainbow ask these questions for the write-up: 1.What roles are you currently playing? (rainbow); 2.How do you expect &/or hope those will change in the next month, year, 5 years?; 3.What impact will these changes have on your career?

For the Card Sort explore and discuss its’ application and value-briefly. Would it help to narrow or expand your career choices.

For Career Story (week 6-SCCT.Narrative ppt) explore and discuss your career story-briefly. When did you know you wanted to be a counselor and what do you imagine your future will look like.

	Scores for total and /or main scales (include actual scores for main scales if possible)	Main Interests, Personality Descriptors or results	Top Occupations (max of 5) to Consider or Pursue (if applicable)	Top Occupations (max of 5) to Avoid (if applicable)
SDS	R=23; I=42, etc.			
Focus (online career center)				
SIGI3 (online career center)	Values			
Career Story-results below chart				
ONET Skills Search	skills			
Card Sort-results below chart				
Super Rainbow-results below chart				
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 Canvas Discussion Board.

Career Theory and Career Concepts Exams- 25 POINTS PER EXAM

There are two exams, worth 25 points each. The first is over the career theories studied in the class, and the second is over other topics but may also include career theories (e.g., which assessment might be associated with a specific theory). The exams will take place in class.

Discussion Questions/Journals-35 POINTS TOTAL

The student will complete 7 discussion questions, that will be assigned throughout the semester. Students are responsible for keeping track of these assignments and checking their CANVAS. Instructor will announce when a discussion is due and will post an announcement within CANVAS. Discussion postings will be related to course material. Students should write a minimum of one page. These are worth 5 points each. Each post must be at least 1 page in length (not double spaced).

Quizzes-30 POINTS TOTAL- 10 POINTS A PIECE

There will be three quizzes throughout the semester to review content. Two over theory and concepts and one that review interventions and assessments reviewed in course materials. These will be taken in class-NOT ONLINE.

H. Grading/Evaluation

Assignments, Evaluation, and Grading Structure

****ALL LATE WORK WILL DEDUCTED 25% PER DAY**

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

Points		CACREP
45	3 Career Advising Sessions, Supervision Sessions, & Final Career Counseling Write-up 5 pts per tape, 30 pts for final write-up	2.1h, 2.4a-e, g-j, 2.7i; CC 1.1, 1.2, 2.1, 2.2
20	CASVE paper	2.4a, b, CC2.1
25	Career Theories Exam	2.4a, CC1.1, CC.2.2
25	Career Concepts Exam	2.4b-j; CC 1.1, 1.2, 2.1, 2.2, 3.2
30	3 at 10 a piece	2.1f, g; 2.4a-j; CC 1.1, 1.2, 2.1, 2.2, 3.2
20	Self-Assessments and Write-up	2.4e, i, 2.7i, CC1.2
35	Discussion Questions	2.4a, 2.4h, CC2.2
Total:	200	

A	185-200	C+	151-158
A-	180-200	C	146-150
B+	169-179	C-	139-145
B	163-168	D	Below 139
B-	159-162	F	Below 118

I. 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 (Note: Any assignment turned in after the deadline will result in a 50% deduction).
- 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.”

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.”

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. High-quality tutoring for fundamental concepts in math, statistics, science and additional subject area 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.

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.

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.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Student Disability Resource Center has been provided. 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

<http://www.disabilitycenter.fsu.edu/>

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”

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Additional references and supplemental materials will be provided as appropriate.



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EDUCATIONAL PSYCHOLOGY & LEARNING SYSTEMS, COLLEGE OF EDUCATION

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scholarship that makes a difference for the 21st century.*

* See CACREP 2016 Standards for additional information: <http://www.cacrep.org>

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

Objective	CACREP Standard	Learning	Assessment/Outcome
Career Development (Core)			
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.	CACREP II4a, CC1.1(See CACREP for additional information: http://www.cacrep.org)	Readings: Zunker Parsons (1909) Multiple articles in Canvas Lecture, discussion, case studies	<ul style="list-style-type: none"> • Career Theory Exam • Career Concepts Exam • Quizzes • Team-based learning • Career Advising Experience, Discussion; Career Final Write up Paper*
Career Counseling Domain 1: Foundations of Career Counseling			
Students will demonstrate an understanding of the history and development of career counseling, career counselor roles/functions/settings, career counseling competencies and credentials, and theory and models of career development as they apply across the lifespan.	CACREP II4a, CC1.1	Readings: Zunker Discussion, In class activity with information	<ul style="list-style-type: none"> • Case studies • Self-Assessment Assignment • Career Information Safari • CASVE paper
Students will demonstrate knowledge of assessment strategies including choosing appropriate career assessments (formal and informal), and understanding bias in career assessment and interpretation.	CACREP II4dei, II7i, CC 1.2	Zunker, chapter 6 In class demonstration of administering and interpreting card sorts.	<ul style="list-style-type: none"> • Self-Assessment Assignment • CASVE paper

		Take CTI in class; discussion of results In class role-plays with assessment results.	
Career Counseling Domain 2: Contextual Dimensions			
Students will demonstrate an understanding of the contextual dimensions in which career counseling is needed and occurs, including factors that impact a client's (as well as one's own) career decision, such as multicultural and diverse backgrounds; gender roles and responsibilities; the impact of globalization and technology; internal factors that might affect clients' attitudes toward work and their career decision making processes; education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations; and be able to articulate legal and ethical considerations specific to career counseling.	CACREP IIIh, 4bcghj, CC2.1-3	Zunker chapters 5 & 8	<ul style="list-style-type: none"> • Career advising experience, final write-up
Students will demonstrate an understanding of the role career counselor's play in advocating for the importance of career counseling, career development, life-work planning, and workforce planning to policy makers and the general public.	CACREP CC2.3	Zunker chapter 1, lecture Zunker chapters 5 & 8 NCDA review available at www.ncda.org Ethical case studies, role-plays, lecture	<ul style="list-style-type: none"> • quiz questions • case discussions • group supervision of career advising • ethical case studies
Students will demonstrate knowledge of professional organizations, preparation standards, and credentials relevant to the practice of career counseling and counseling as a profession.	CACREP IIIf, g, CC2.4	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"> • quiz questions • in class career design activity
Career Counseling Domain 3: Practice			

<p>students will demonstrate career counseling competence with clients, including successfully completing intake interviews, identifying, acquiring, and evaluating career information resources for diverse populations, using technology for career information/planning when appropriate, administering/interpreting comprehensive career assessments, developing strategies to help clients develop skills needed to make life-work role transitions and to help clients acquire a set of employability, job search, and job creation skills when appropriate.</p>	<p>CACREP II7i, 4bcdeghij CC3.1</p>	<p>Zunker chapters 9-12</p>	<ul style="list-style-type: none"> • quiz questions • case studies • CASVE paper • Career advising experience, final write-up
<p>Students will also demonstrate skills related to planning and organizing career resources and implementing/administering career development programs and services, and outline approaches to market and promote career counseling activities and services.</p>	<p>CACREPII4f, CC3.2</p>	<p>Zunker chapters 2-3 Case study, CIP Client handouts, CTI, Decision Space Worksheet</p>	<ul style="list-style-type: none"> • CASVE Cycle Paper • Class discussion • Case study analysis