WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION

COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Counselor Education

COURSE NUMBER: CED 7080

COURSE TITLE: Career Development and Counseling

SECTION NUMBER: 001

COURSE CREDIT: Three (3) Credit Hours

REFERENCE NUMBER: 21045

TERM/YEAR: WINTER 2016

COURSE LOCATION: On line – Web based- First class and orientation

1339 Faculty Administration Building [FAB] class
Wednesday January 13, 2016 [This is the building just west of the College of Education]

DAYS: Wednesday, January 13, 2016 4:00 – 6:30 p.m.
(Orientation only)

INSTRUCTOR: Rachael Evans, PhD
Licensed Professional Counselor (LPC)
Limited Licensed Psychologist (LLP)
Certified School Psychologist (CSP)

OFFICE ADDRESS Suite 3 North College of Education

E-MAIL: ap4791@WAYNE.EDU

OFFICE HOURS: By appointment [contact me directly]
Almost, always available by e-mail

OFFICE PHONE #: (313) 577-1613

SECRETARY: Lei Juan Stewart-Walker
(313) 577-1613 Counselor Education
E-mail: ab2628@wayne.edu
COURSE DESCRIPTION (from Wayne State University Graduate Bulletin):
Career development theories, career exploration and career preparation methods including:
information, leisure, decision-making, career-related assessment, use of non-traditional resources and computer-assisted guidance systems, use of occupational information and labor market surveys in career counseling, work adjustment training, and strategies/skills for adapting vocational and educational resources for use in rehabilitation, schools, business, and community agency settings.

COURSE OUTCOMES:
The course is designed to provide students with an overview of the major career theories, the world of work, and the career development process. Additionally, students will be introduced to the application of career assessment procedures used to assist individuals in career transition, schools, business and industries.

Students fulfulling all course requirements will be able to demonstrate knowledge and/or skills in:
1. The history, terminology, and competencies of career guidance and counseling.
2. Describe the labor force and occupational structure, and gain a greater understanding of the sociology of work.
3. Develop a practical knowledge and an understanding of the various theories and applications of career development, decision-making, and career counseling.
4. Become proficient in locating, evaluating and using career information systems and information resources.
5. Understand the psychological processes involved in adjusting to career change, unemployment; and recognize major characteristics involved in career life planning (such as age, culture, education, socialization, work ethic, etc.) that are likely to impact career development.
6. Recognize the ways in which gender, culture/ethnicity, age, disability and other personal characteristics influence the assessment process and career choice.
7. Selecting and utilizing assessment instruments.
8. Applying career development theory and research to career counseling practice in a variety of settings including schools and agencies.
9. Acquire an understanding of various psychological, sociological, environmental, educational, political, economic, cultural, racial and urban related factors relevant to career development and counseling.

These learning outcomes were designed to meet CACREP, CMHC standards C.7, C.9 and E2
METHODS OF TEACHING

This course is being taught on-line using combined teaching methods. Methods include lecture notes and power points. On-line course tools and resources will be utilized to facilitate discussions, individual and group projects. Students will be engaged in self-directed learning tasks and case study projects. The combination of learning activities are designed to appeal to all student learning styles.

REQUIRED TEXT:


RECOMMENDED TEXTS (optional):


ON LINE RESOURCES:

http://wps.prenhall.com/chet_niles_career_2/ or http://wps.prenhall.com/niles

SELECTED REFERENCES


**CLASS REQUIREMENTS/ASSIGNMENTS:**

1. **Participation:** Because this will be an on-line course, face-to-face participation cannot be a factor. Nonetheless, students are expected to read appropriate chapters, all PowerPoint lectures, and complete all assignments in a *timely* and satisfactory manner. Students with questions and concerns are encouraged to communicate with the instructor via e-mail, telephone, and the “old fashioned” face-to-face. [See syllabus for appointments and availability].
2. **Weekly Assignments**: Based on the chapters and PowerPoint lectures there will be quizzes and short essay assignments. Assignments will be posted on Blackboard at the end of each chapter assignment. *Each assignment is worth a minimum of ten points and a maximum of 20 points.*

**NOTE**: Some of the quizzes are automatically computer graded. If you believe you deserve more points, please e-mail Dr. Evans.

**Contribution to grade**: 140 points  
**Due as assigned (normally weekly)**  
**Announcements on Blackboard when they are posted.**

3. **Case Study Interview [Career Interview Paper]**:  

You are to find an individual. This person can be a friend, a family member, someone you work with, or someone you don’t know. This person must be someone who has a work history. Therefore, I strongly suggest that this individual be at least thirty years old. However, if your passion is working with high school students, you **may** interview a high school student. Find out this person’s work history.

This paper, since it is personal, may be subjective and does not need references. It does not have to conform to APA format, but must use correct grammar and spelling. A title page, running header, and pagination are also required. **It should be in a narrative format.**

Your interview should contain the following information:

A. **Personal Data**  
   a. Name, age, race/ethnicity, gender  
   b. Occupation of members of your family of origin  
   c. When he/she was a child, what did they want to be when they grew up?  
   d. Educational history  
   e. Any previous career counseling? Any prior assessments?  
   f. Presenting issue(s) (this may be a current vocational issues or reflect previous concerns)

B. **Employment History**  
   a. Chronology of jobs and approximate dates of employment  
   b. How each job was located  
   c. Reactions to job (likes, dislikes, overall satisfaction)  
   d. Why did they leave this job?  
   e. Work behaviors that they valued most in themselves & others  
   f. Special skills or training  
   g. In hindsight, what exerted the greatest influence on their career decisions?

C. **Occupational Goals**
a. What are/were some goals? Aspirations? Dreams?
b. What are some perceived or actual barriers?
c. What vocational concerns do they have?

D. Using one or more of the theories discussed in Chapter 3,
   a. Describe this person’s career development using one of the theories.
   b. Which theory (or theories) discussed in the chapter would you use to provide career counseling support for this person. Why?

E. In your opinion/observations and theirs, describe cultural/socioeconomic and contemporary factors that may have impacted their decisions.

F. In addition, you must write a short (one-two pages) summary with your recommendations for your interview subject. [You may wish to share this with him or her]. What recommendations, supports, services, etc., would be provided?

This paper must be e-mailed to instructor.

Contribution to grade: 20 points
February 12, 2016

4. **O*NET Assignment:** Details are available on Blackboard under Course Documents. The assignment requires a visit to the O*NET website and a short written assignment which is to be sent to the instructor via Blackboard or e-mail. It will also be under Announcements as well.

Contribution to grade: 5 points
Due March 4, 2016

5. **Career Assignment/Self-Assessment:** You will be able to do part of this on line using your “token.” [The token will be given to you on the first class by Nannette McCleary]. If you have not received My PLAN account information “password,” contact Ms. McCleary directly. [Phone: 313) 577 – 3390; E-MAIL: nmccleary@wayne.edu]
   • Explore the **MY PLAN** program by yourself. Details regarding specific instructions and written requirements will be sent via Blackboard or e-mail.
   • You will also do a self-assessment using both the **SELF-DIRECTED SEARCH** [“THE SDS”] (self-scored and interpreted) and the **STRONG-CAMPBELL INTEREST INVENTORY** [“THE STRONG”].
   • The test pack will be available in the Counseling Testing Room [room 309, College of Education] or the Counseling Center, room 306 and will include both the SDS and the Strong.
• Bring the completed Strong to the Counseling Testing Room (or the Counseling Center, room 306). It takes at least four weeks until the results are returned — please turn in all tests as soon as possible. To interpret the results, you may also use the manual that will be available in the Counselling Library. Please follow exact directions when completing the Strong.

• Write a paper on your experiences with these assessments.

• As part of this assignment you will include self-learning experiences, compare and contrast assessments, compare and contrast results of each test and indicate your preferred instrument (& why).

• This paper should be e-mailed to the instructor.

• For full credit, you must compare the results of all three assessments: My Plan, Self-Directed Search, and Strong-Campbell

Contribution to grade: 25 points

Due March 18, 2016 (or within 2 weeks after results of the Strong are received in the Counseling Office).

6. Presentation: Students can form presentation groups of up to three members each or do an independent presentation. Each group (person) will be responsible for developing a comprehensive presentation which will complement or supplement the material in the text on career counseling in a particular setting or with a specific group (i.e., high schools, universities, men, women, LGBT individuals, displaced homemakers, people of color, individuals with disabilities, etc.) You should choose a topic that interests you, but not one which you are already very knowledgeable.

Each presentation should cover:

a. Characteristics and career needs/issues of these clients in this setting or members of this population. What are some unique issues for these clients? What are some commonalities?

b. How would you work with such clients? How might you learn more about such clients and their needs and characteristics (Web links are often helpful)

c. What career interventions (services, activities etc.) might be adopted for such clients? How might you make such clients feel comfortable with you? What are some ways to develop rapport? Are some assessments more appropriate than others are?

d. It is assumed that group members will work together cooperatively and presentations/PowerPoint slides will be coordinated. Moreover, creativity is strongly encouraged. Web links are often helpful

e. The presentation is to be posted on Blackboard so students may
critique one another’s product. [Peer Review — see below]

f. Make sure your presentation is thorough and includes a minimum of five (5) references — using correct APA style. These should be cited correctly in the reference list using APA style as well. It is suggested that not all citations are web based. Also, some links to resources as part of the PowerPoint are recommended.

Feel free to contact the instructor with any questions.

Contribution to grade: 25 points .Presentations are due no later than April 8th

7. Peer Review: You should review at least two presentations.
You must submit two peer reviews. You may e-mail your peer review to me or post it on Blackboard.
The peer review assignment is worth 5 points.
Peer review sheets will be made available after presentations have been posted.

Contribution to grade: 5 points
Peer Reviews are due no later than April 15th

CLASS POLICIES:

MESSAGES:
The instructor may be reached through e-mail [suggested] or voice mail. Messages may also be left with one of the secretaries.

LATE ASSIGNMENTS:
Assignments are due as scheduled unless the instructor is informed and arrangements made. Weekly quizzes/assignments are typically posted on Fridays and are due on Sunday or Monday. Late quizzes will not be accepted. Late assignments may not be accepted. If they are accepted they are subject to reduced points.

INCOMPLETES:
Incomplete grades will only be given under extreme circumstances and require prior discussion with the instructor. They must be completed within a year. Incompletes become “F” if not completed.

DUE DATES

ASSIGNMENT DUE DATES ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR

ACADEMIC DISHONESTY/PLAGIARISM:
**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://dos.o.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://dos.o.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**CLASS SCHEDULE**

(Subject to revision)

<table>
<thead>
<tr>
<th>“Session”</th>
<th>Date* (approximate)</th>
<th>Topics</th>
<th>Reading*</th>
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<tbody>
<tr>
<td>1</td>
<td>1/13 Wednesday</td>
<td><strong>FACE TO FACE – Room 1339 FAB</strong>&lt;br&gt;Course Introduction and Overview&lt;br&gt;Review Syllabus and Course Requirements&lt;br&gt;Getting acquainted&lt;br&gt;<strong>Outside Speaker: Nannette McCleary</strong>&lt;br&gt;Introduction to Career Development Interventions (CMHC C.7, C.9)</td>
<td>Syllabus&lt;br&gt;Niles, S. &amp; Harriss-Bowlsbey**, Chapter 1</td>
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<td>2</td>
<td>Week 2 1/18</td>
<td>Introduction to Career Development Interventions (CMHC C.7, C.9)</td>
<td>Niles, S. &amp; Harriss-Bowlsbey*, Chapter 1 Quiz 1 1/22</td>
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<td>3</td>
<td>1/25</td>
<td>Understanding and Applying Theories of Career Development (CMHC C.7, C.9, E.2)</td>
<td>Niles, S. &amp; Harriss-Bowlsbey*, Chapter 2, Quiz 2 1/29</td>
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<td>4</td>
<td>2/1</td>
<td>Understanding and Applying Recent Theories of Career Development (CMHC C.7, C.9, E.2)</td>
<td>Niles, S. &amp; Harriss-Bowlsbey*, Chapter 3, Quiz 3 2/5</td>
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<td>Week</td>
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<td>Assignment</td>
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<td>5</td>
<td>2/8</td>
<td><strong>Case Study/Career Interview Paper</strong>&lt;br&gt;<strong>Due February 12, 2015</strong>&lt;br&gt;Providing Culturally Competent Career Development Interventions&lt;br&gt;(CMHC C.7, C.9, E.2)</td>
<td>Niles, S. &amp; Harris-Bowlsbey*, Chapter 4, Quiz 4 2/12</td>
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<td>6</td>
<td>2/15</td>
<td>Assessment and Career Planning Career Information and Resources&lt;br&gt;(CMHC C.7, C.9, E.2)</td>
<td>Niles, S. &amp; Harris-Bowlsbey*, Chapters 5, Quiz 5, 2/19</td>
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<td>7</td>
<td>2/22</td>
<td>Using Technology to Support Career Counseling and Planning (Chapter 7)&lt;br&gt;(CMHC C.7, C.9, E.2)</td>
<td>Niles, S. &amp; Harris-Bowlsbey*, Chapter 6, Quiz 6 2/26</td>
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<td>8</td>
<td>2/29</td>
<td>Career Counseling Strategies &amp; Techniques for the 21st Century&lt;br&gt;O*NET assignments due not later than March 4th&lt;br&gt;(CMHC C.7, C.9, E.2)</td>
<td>Niles, S. &amp; Harris-Bowlsbey*, Chapter, 7 Quiz 7 3/4</td>
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<td>9</td>
<td>3/7</td>
<td>Designing, Implementing &amp; Evaluating Career Development Programs and Services&lt;br&gt;(CMHC C.7, C.9, E.2)</td>
<td>Niles, S. &amp; Harris-Bowlsbey*, Chapter 8 Quiz 3/11</td>
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<td>10</td>
<td>3/14</td>
<td>Career Development Interventions in the Elementary&lt;br&gt;(CMHC C.7, C.9, E.2)</td>
<td>Niles, S. &amp; Harris-Bowlsbey*, Chapter 9 Quiz 9 3/18</td>
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<td>11</td>
<td>3/21</td>
<td>Career Development Interventions in the Middle and High Schools&lt;br&gt;(CMHC C.7, C.9, E.2)</td>
<td>Niles, S. &amp; Harris-Bowlsbey*, Chapter 10, Quiz 10 3/25</td>
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<td>12</td>
<td>3/28</td>
<td>Career Development Interventions in Higher Education&lt;br&gt;(CMHC C.7, C.9, E.2)</td>
<td>Niles, S. &amp; Harris-Bowlsbey*, Chapter</td>
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<td>13</td>
<td>4/4</td>
<td>Career Development Interventions in Community Settings</td>
<td>Niles, S. &amp; Harris-Bowlsbey*, Chapter 12, Quiz 12 4/8</td>
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<td><strong>Presentations are due no later than April 8(^{th})</strong></td>
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<td>(CMHC C.7, C.9, E.2)</td>
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<td>14</td>
<td>4/11</td>
<td>Ethical Issues in Career Development Interventions</td>
<td>Niles, S. &amp; Harris-Bowlsbey*, Chapter 13, Quiz 13 4/15</td>
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<td><strong>Peer reviews are due no later than April 15</strong></td>
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<td>(CMHC C.7, C.9, E.2)</td>
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<td>4/18</td>
<td><strong>STUDENT EVALUATION OF TEACHING VIA INTERNET</strong></td>
<td>Niles, S. &amp; Harris-Bowlsbey Chapter 14, Quiz 14 4/22</td>
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</table>

This is the general sequence of the content, but since it’s on-line, dates are subject to change.

*Source of Power Points and quizzes:

**GRADING:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment A</td>
<td>WEEKLY ASSIGNMENT</td>
<td>140 pts.</td>
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<tr>
<td>Assignment B</td>
<td>CASE STUDY/INTERVIEW</td>
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<td>Assignment C</td>
<td>SELF-ASSESSMENT</td>
<td>25 pts.</td>
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<td>Assignment D</td>
<td>PRESENTATION</td>
<td>25 pts.</td>
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<tr>
<td>Assignment E</td>
<td>PEER REVIEW</td>
<td>5 pts.</td>
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<tr>
<td>Assignment F</td>
<td>O*NET</td>
<td>5 pts.</td>
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Final grade will be based on the major requirements above.

**EVALUATION and GRADING:**

Final grades will be derived from a composite of the major requirements above.
The following grades will be awarded for points accumulated:
<table>
<thead>
<tr>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>210 - 220</td>
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<tr>
<td>A -</td>
<td>198 - 209</td>
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<tr>
<td>B +</td>
<td>190 - 197</td>
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<tr>
<td>B</td>
<td>182 - 189</td>
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<tr>
<td>B -</td>
<td>175 - 181</td>
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<tr>
<td>C +</td>
<td>165 - 174</td>
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<tr>
<td>C</td>
<td>154 - 164</td>
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Below C is a failing grade (below graduate standards).

**Undergraduate Grades:**

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<th>Grade</th>
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**Graduate Grades:**

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<th>C+</th>
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<td></td>
<td>210</td>
<td>198</td>
<td>190</td>
<td>182</td>
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**Enrollment/ Withdrawal Policy**

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.
Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Resources for optional inclusion in course syllabi:

Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website:

http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330