<table>
<thead>
<tr>
<th>Division:</th>
<th>Theoretical and Behavioral Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Area:</td>
<td>Counselor Education</td>
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<tr>
<td>Course Number:</td>
<td>CED 7080</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Career Development and Counseling</td>
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<tr>
<td>Section Number:</td>
<td>002</td>
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<tr>
<td>Course Credit:</td>
<td>Three (3) Credit Hours</td>
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<tr>
<td>Reference Number:</td>
<td>19424</td>
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<tr>
<td>Term/Year:</td>
<td>FALL 2014</td>
</tr>
<tr>
<td>Course Location:</td>
<td>On line – Web based</td>
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</tbody>
</table>
| Instructor: | Cynthia Redwine, PhD  
Licensed Professional Counselor (LPC) |
| Office Address: | Suite 3 North College of Education |
| E-mail: | ac8512@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 fulfilling 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 involve 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.
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 is an on-line course, face-to-face participation cannot be a factor. However, students are expected to read appropriate chapters, review all PowerPoint presentations, videos, 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 and telephone. [See syllabus for appointments and availability].

2. **Assignments:** Based on the course readings, PowerPoint presentation, there will be multiple threaded online discussions, multiple quizzes, completion and review of three specific career assessment tools, Career Interview paper and a paper on interventions for a selected specific population. Discussion group dates and quizzes are listed on the weekly class schedule and will be opened and closed as specified on Blackboard.
   
   **NOTE:** The quizzes are automatically computer graded. If you believe you deserve more points, please e-mail the instructor.

   - Due as assigned (see weekly schedule for dates).
   - Announcements on Blackboard when they are posted.
   - Look under the THIS WEEK button.

3. **Outside Assignment/Self-Assessment:** You will be able to do part of this assignment on line, but you will also be required to go to the Counseling Testing Room at 309 Education or the Counseling Center, Room 306 in the College of Education and WSU Career Services at 1339 Faculty Administration Bldg [FAB]. The Faculty Administration Bldg [FAB] is the building just west of the College of Education.

   Explore the CAREER CRUISING program by yourself.
   Contact Nannette McCleary, M.A., LPC, University Counselor, Phone: 313) 577–3390; E-MAIL: nmccleary@wayne.edu] to get a CAREER CRUISING introduction and password.

   - You will also complete 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 Counseling Library.

- Write a paper on your experiences with these assessments.
- Include any self-learning as well and indicate if you have a preferred instrument and why.
- This paper should be sent via Blackboard to the instructor by the due date as noted in the weekly course schedule. Plan accordingly by considering the time it takes to get SDS and Strong Campbell results and when the assignment is due.

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

4. Case Study Interview [Career Interview Paper]:

You are to find an individual to interview. The person can be a friend, a family member, someone you work with, or someone you don’t know. The person must be someone who has a work history. Therefore, it is strongly suggested that the individual be at least thirty years old. You will interview this person about their work and career development 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 correct grammar and spelling must be used. 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 their 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 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 (how did they find the job)
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

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. In hindsight, what exerted the greatest influence on their career decisions?

• Using one or more of the theories discussed in Chapter 3, describe this person’s career development. Which theory (or theories) discussed in the chapter would you use to provide this person with career counseling.

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

• In addition, write a short (one-two pages) summary with your recommendations for your interview subject. [You may wish to share this with him or her].

This paper is to be sent to instructor via Blackboard.

5. Career Counseling with Special Groups/Paper:

Develop a paper 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 about which you are already very knowledgeable.

Your paper 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?
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?

d. This is an individual assignment. The purpose of the assignment is to afford you opportunities to conceptualize and integrate the information presented in this course and to help you construct the knowledge and skills for understanding career development and related life factors. Moreover, creativity is strongly encouraged. Web links are often helpful.

e. Make sure your paper 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. But, some links to resources as part of the paper would be appropriate.

Feel free to contact the instructor with any questions.

6. **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. It will also be under Announcements as well.

**CLASS POLICIES:**

**MESSAGES:**
The instructor may be reached through e-mail [suggested] or voice mail. Messages may also be left with Lei Juan Stewart in Counselor Education.

**LATE ASSIGNMENTS:**
Unless arranged in advance of the due date, late assignments will have a 5% grade deduction.

**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://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)).
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) and Graduate Catalog (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>
</tr>
</thead>
</table>
| 1         | 9/2                 | Course Introduction and Overview  
Review Syllabus and Course Requirements  
-Introduction to Career Development Interventions  
-Understanding and Applying Theories of Career Development | Syllabus  
Niles, S. & Harris-Bowlsbey**,  
Chapter 1 & 2 |
| 2         | 9/9                 | -Understanding and Applying Recent Theories of Career Development | Niles, S. & Harris-Bowlsbey**,  
Chapter 3 |
| 3         | 9/16                | Understanding and Applying Recent Theories of Career Development | Niles, S. & Harris-Bowlsbey**,  
Chapter 3  
*Online Discussion 1: Understanding & Applying Theories of CD closes 9/17 |
| 4         | 9/23                | Providing Culturally Competent Career Development Interventions | Niles, S. & Harris-Bowlsbey**,  
Chapter 4 |
| 5         | 9/30                | Ethical Issues in Career Development Interventions  
Quiz 1 –Chapters 1,2,3,4 closes 9/29 | Niles, S. & Harris-Bowlsbey**,  
Chapter 14 |
<table>
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<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>6</td>
<td>10/7</td>
<td>Assessment and Career Planning</td>
<td>Niles, S. &amp; Harris-Bowlsbey**, Chapter 5 Online Discussion 2: Ethical Issues in CD closes 10/6</td>
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<td>7</td>
<td>10/14</td>
<td>Career Information and Resources</td>
<td>Niles, S. &amp; Harris-Bowlsbey**, Chapter 6</td>
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<td>8</td>
<td>10/21</td>
<td>Using Technology to Support Career Counseling and Planning</td>
<td>Niles, S. &amp; Harris-Bowlsbey**, Chapter 7</td>
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<td>10</td>
<td>11/4</td>
<td>Designing, Implementing &amp; Evaluating Career Development Programs and Services</td>
<td>Niles, S. &amp; Harris-Bowlsbey**, Chapter 9</td>
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<td>11</td>
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<td>Career Development Interventions in the Elementary Schools</td>
<td>Niles, S. &amp; Harris-Bowlsbey**, Chapter 10</td>
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<td>Career Development Interventions in Middle and High Schools</td>
<td>Niles, S. &amp; Harris-Bowlsbey**, Chapter 11</td>
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<td>13</td>
<td>11/25</td>
<td>Career Development Interventions in Higher Education</td>
<td>Niles, S. &amp; Harris-Bowlsbey**, Chapter 12</td>
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<tr>
<td>14</td>
<td>12/2</td>
<td>Career Development Interventions in Community Settings</td>
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<td>Quiz 3 - Chapters: 9,10,11,12,13 closes 12/7</td>
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<td>15</td>
<td>12/8</td>
<td>Intervention for Special Groups Papers due no later than December 8th</td>
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<td></td>
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<td>STUDENT EVALUATION OF TEACHING VIA INTERNET</td>
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*this is the general sequence of the content, but since it’s on-line, dates are less relevant

**source of PowerPoints and quizzes:

GRADING:

<table>
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<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>ONLINE DISCUSSION</td>
<td>15 pts.</td>
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<td>SELF-ASSESSMENT</td>
<td>10 pts.</td>
</tr>
<tr>
<td>CAREER/INTERVIEW PAPER</td>
<td>10 pts.</td>
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<tr>
<td>SPECIAL GROUP/PAPER</td>
<td>30 pts.</td>
</tr>
<tr>
<td>QUIZZES</td>
<td>30 pts.</td>
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<tr>
<td>O*NET</td>
<td>5 pts.</td>
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<tr>
<td></td>
<td>100 pts.</td>
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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>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 94</td>
</tr>
<tr>
<td>A -</td>
<td>93 - 90</td>
</tr>
<tr>
<td>B +</td>
<td>89 - 87</td>
</tr>
<tr>
<td>B</td>
<td>86 - 84</td>
</tr>
<tr>
<td>B -</td>
<td>83 - 80</td>
</tr>
<tr>
<td>C +</td>
<td>79 - 77</td>
</tr>
<tr>
<td>C</td>
<td>76 - 74</td>
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</table>

Below C is a failing grade (below graduate standards).

Undergraduate Grades:

A       B+   C+   D+   F
A-      B    C    D
B-      C-   D-

Graduate Grades:

A       B+   C+   F
A-      B    C
B-

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.
  o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  o WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  o 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.

**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.