Wayne State University  
Course Syllabus  
Career Development and Counseling  
Spring/Summer 2017 

COLLEGE: College of Education  
DIVISION: Theoretical and Behavioral Foundations  
PROGRAM AREA: Counselor Education  

PREREQUISITES: CED 6070 (prerequisite); RCE 7410 (corequisite)  

COURSE REFERENCE #: 36177  

COURSE CREDITS: Three semester hours  

LOCATION: 155 Education Building  

DAY& TIME: Wednesday 7:00pm - 9:30pm  

INSTRUCTOR: Kristen Phillips, MA, LLPC  
Lecturer  
323 Education Building  
(313) 577-9356  
kristenphillips@wayne.edu (preferred contact method)  

OFFICE HOURS: 317 Education Building  
By Appointment  

COURSE DESCRIPTION: (per the 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 strate-gies/skills for 
adapting vocational and educational resources for use in 
rehabilitation, school, business and community agency settings. 
Material fee as given in Schedule of Classes.
## CACREP Standards & Student Learning Outcomes

<table>
<thead>
<tr>
<th>2009 CACREP Standard</th>
<th>Course Learning Outcome(s)</th>
<th>Date(s) Covered</th>
<th>Assessed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.G.4.a CHMC c.7</td>
<td>Students will demonstrate introductory knowledge regarding major career theories &amp; models and how they can be used to inform client conceptualization.</td>
<td></td>
<td>Conceptualization Final Exam Reflection Papers</td>
</tr>
<tr>
<td>II.G.4.b</td>
<td>Students will be able to locate and utilize information, resources, &amp; statistics regarding market trends and information.</td>
<td></td>
<td>Topics of Interest Conceptualization Reflection Papers</td>
</tr>
<tr>
<td>II.G.4.c</td>
<td>Students will be able to plan, organize, implement, administer, and evaluate career development programs.</td>
<td></td>
<td>Exam Community Interactions</td>
</tr>
<tr>
<td>II.G.4.d CMHC e.2</td>
<td>Students will demonstrate awareness of how culture impacts career development.</td>
<td></td>
<td>Conceptualization Reflection Papers</td>
</tr>
<tr>
<td>II.G.4.e</td>
<td>Students will be prepared to work with clients who are making career and educational plans.</td>
<td></td>
<td>Conceptualization Practice Interview Employment Packet Exam Reflection Papers</td>
</tr>
<tr>
<td>II.G.4.f</td>
<td>Students will be knowledgeable regarding a range of career assessments. This will include knowledge about interpreting assessments as well as using assessments for career planning and decision making.</td>
<td></td>
<td>Conceptualization Practice interview Exam Reflection Papers</td>
</tr>
<tr>
<td>II.G.4.g CMHC c.9</td>
<td>Students will articulate the steps associated with the career counseling process, including how career</td>
<td></td>
<td>Conceptualization Exam</td>
</tr>
</tbody>
</table>
counseling is impacted by larger professional issues.

Students will be familiar with multiple techniques and resources that are applicable to culturally specific populations in the context of the larger international economy.

<table>
<thead>
<tr>
<th>Topics of Interest</th>
<th>Reflection Papers</th>
</tr>
</thead>
</table>

**Instruction Formats**

Course instruction will take place in a range of formats including targeted mini-lectures, experiential learning activities, small and large group work and discussions, and accessing a range of online content. Constructivist learning theory will guide instruction.
Texts

Required Texts


Online Content Course Website
Counseling.education/counseling/career/career.html

Additional References
Additional references, including peer-reviewed journal articles and videos, will be available on the course website.
Assignments & Grading

Assignment due dates can be found in the course schedule at the end of this syllabus. Points for each assignment are in the grade summary table, located at the end of this section.

Attendance, Participation, & Professionalism

Students are expected to attend all scheduled classes, unless the University is officially closed. Students who anticipate missing class should notify the instructor prior to being absent, unless they have an emergency. Initial absences will not result in a point deduction. Second absences with or without permission will result in a six percent (6%) reduction in the final course grade. Students who miss three or more classes forfeit all their attendance, participation, and professionalism points and are encouraged to withdraw from the course, depending on the dates outlined in the Registrar’s Calendar. A student will be considered absent if they engage in any of the following behaviors, in any combination, two times:

Being 10 or more minutes late for class, leaving before class has been dismissed, or being more than 10 minutes late returning from a break.

Evaluation procedures for prospective professional counselors are often unique from the evaluation procedures used by other programs, as they include evaluating students based on their professional dispositions. In this course, students’ dispositions will be evaluated based on the congruence between their behaviors and the Expectations for Students. A single point will be deducted for each minor incongruence. Multiple points, up to the total number of professionalism and attendance/participation points will be deducted for major deviations from the expectations.
Practice Interviews

Students will write a brief report based on a career-focused interview that is completed with a volunteer. Please avoid using other students in the class or program as volunteers. Students are required to submit signed interviewee consent sheets with their assignments.

A detailed rubric and volunteer consent sheets for this assignment will be posted on Blackboard

Conceptualization

Each student will construct a conceptualization of their career development trajectory beginning in childhood and ending in the future. This conceptualization serves as an opportunity for students to integrate and apply what they are learning in the course. Thus, each conceptualization will include:

1. An introduction to the conceptualization
2. An introduction to the student’s personal and family culture
3. A detailed history of the student’s career development (this should be connected to career theories)
4. A discussion of assessment results, including implications for future careers

A detailed rubric for this assignment will be posted on Blackboard

Personal Employment Packet

Each student will locate an open position for a licensed professional counselor. Students will then build a personal employment packet that will include:

1. A professional resume or CV
2. A cover letter
3. Written descriptions of three sources for letters of recommendations
A detailed rubric for this assignment will be posted on Blackboard

**Topics of Interest**

Curiosity and a commitment to lifelong learning are valuable traits for counselors. This assignment provides students with an opportunity to explore a career-related topic or question that they find interesting. Identify two topics that you are interested in, locate two to three peer-reviewed journal articles about each of the topics, and write two one to two page reports detailing what you have learned about the topics. Make sure to include in-text article citations and a reference list in 6th edition APA format. This assignment can be turned in at any time prior to its due date. A rubric is not available for this assignment.

**Reflection Papers**

Students will write 1-2 page reflection papers as assigned on syllabus to demonstrate a comprehensive understanding of the weekly assigned material. Students are encouraged to apply material to their future roles as counselors and explore personal perceptions of material thereby allowing opportunities for students to reinforce and apply their learning. While students are encouraged to write in the first person, APA style is expected. No abstract is necessary.

**Final Exam**

Students will take a 50-question open note, book, and internet multiple choice examination that will be administered through Blackboard. The exam will cover all the material from the course, including readings, lectures, and class discussions and will prioritize students’ ability to locate information over
their ability to memorize information. Students may not collaborate with one another while taking the exam.
## Grade Summary

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>Attendance, Participation, &amp; Professionalism</td>
<td>20%</td>
</tr>
<tr>
<td>Practice Interview</td>
<td>5%</td>
</tr>
<tr>
<td>Conceptualization</td>
<td>20%</td>
</tr>
<tr>
<td>Employment Packet</td>
<td>10%</td>
</tr>
<tr>
<td>Topics of Interest</td>
<td>15%</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

*Please see the course schedule for assignment due dates.*

## Final Grading Scale

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>94 to 100</td>
<td>A</td>
</tr>
<tr>
<td>90 to 93.9</td>
<td>A-</td>
</tr>
<tr>
<td>87 to 89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83 to 86.9</td>
<td>B</td>
</tr>
<tr>
<td>80 to 82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77 to 79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73 to 76.9</td>
<td>C</td>
</tr>
<tr>
<td>70 to 72.9</td>
<td>C-</td>
</tr>
<tr>
<td>69.9 or less</td>
<td>F</td>
</tr>
</tbody>
</table>
Expectations for Students

1. Know and adhere to the 2014 American Counseling Association Code of Ethics, applicable university, college of education, and program policies, and all applicable laws.
2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.
3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.
4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.
5. Come to every class prepared and on time, and participate in all class activities and discussions.
6. Engage fully with out of class reading, assignments, and group work.
7. Only use electronic devices for activities that directly relate to course content. Electronic devices may not be used for unrelated activities. Students may not text message, email, use social networking sites, work on assignments for other courses, take phone calls, or engage in other of task behavior. Examples of appropriate electronic use include note taking and looking up materials related to the course content. Students may take phone calls or text messages during class only if they are experiencing a crises or other emergency. The course instructor must be informed of this prior to class time.
8. Student writing is expected to be at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.
9. Check your university email and blackboard accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for FERPA reasons, I communicate with students using their assigned university email accounts. When emailing the course instructor, please begin and conclude your message with salutations and professional language. Proofread all emails or online postings before sending them.

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10. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.

11. Students must be able to regularly use a computer with internet access.

12. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.
Instructor Policies

Confidentiality
Communications between students and the instructor are not guaranteed to be confidential. As a mandated reporter, the instructor is required to report allegations of child abuse to the appropriate governmental agency. Similarly, court orders, gatekeeping concerns, imminent threats, academic need to know, and other contexts may result in the instructor disclosing student communications to third parties.

Late Assignments
As assignments will be turned in via Blackboard, late assignments will not be accepted. If Blackboard is malfunctioning, please email your assignment to the instructor ASAP to avoid being penalized. Assignments that are not received via blackboard, email, or hard copy prior to the deadline will not be graded. All assignments are due by 11:59 pm on the due date.

Ability & Culture Based Course Modifications
The instructor reserves the right to modify course content, policies, and/or assignments to ensure that all students are able to engage with the course content, regardless of ability and/or personal culture. All modifications are at the instructor’s discretion, and students who require modifications are expected to contact the course instructor more than two weeks before the modification is to be implemented. Please see the Students with Disabilities and Religious Observance sections below for information regarding the Student Disability Support office and the University’s Religious Observance Policy.
Wayne State University Policies

Academic Dishonesty and Plagiarism Policy

The University prohibits all forms of student academic misbehavior. Please see the Dean of Students’ Office Academic Integrity Policy (http://doso.wayne.edu/academic-integrity.html) for more information and examples of cheating, fabrication, plagiarism, and other forms of academic dishonesty.

Specific examples of academic dishonesty, including what constitutes plagiarism, can also be found in the Graduate Bulletin by clicking on “University Academic Offices, Services, and Regulations” and then navigating to “Ethics, Student”. Students are responsible for reading these documents and for being aware of which actions are defined as plagiarism and academic dishonesty. Sanctions for academic dishonesty could include failing the course involved, academic probation, and expulsion from the university, so students are advised to think carefully and thoroughly, to ask for help from instructors if it is needed, and to make smart, ethical decisions about their academic work.

Students with Disabilities Services

Students who have a documented disability that requires accommodations are encouraged to register with Student Disability Services (SDS) for coordination of academic accommodations. The SDS office is located in the Student Academic Success Services department, room 1600, David Adamany Undergraduate Library. The SDS office website is available at studentdisability.wayne.edu. The SDS office can also be reached by telephone at 313-577-1851 or 313-577-3365 (TTD only). 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.
Title IX & Sexual Harassment:

Per federal law, the University is obligated to act on information regarding potential sex based discrimination, sexual harassment, and sexual violence. Students can visit the General Counsel’s website at generalcounsel.wayne.edu/legal/title_ix.php for additional information. Title IX violations involving university faculty and staff should be reported to Linda M. Galante, the Interim Title IX Coordinator. Linda Galante can be reached at 313-577-2268 or df0864@wayne.edu. Title IX violations involving students should be reported to Dean David Strauss, Dean of Students and Title IX Deputy Coordinator. Dean Strauss can be reached at 313-300-1965 (preferred), 313-577-1010, or ak3096@wayne.edu.

Enrollment & Withdrawal Policy

Students must adhere to the Registrar’s Academic Calendar.

Additional information regarding dropping and adding courses can be found in the Graduate Bulletin by clicking on “University Academic Offices, Services, and Regulations” and then navigating to “Dropping and Adding Courses”. Please contact the course instructor, should you require permission to withdraw from the course.

Graduate Grade Policies

Information on grade scales and policies for graduate students can be found in the Graduate Bulletin by clicking “University Academic Offices, Services, and Regulations” and then navigating to “Grades, Graduate” and “Marks, Graduate”.

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Participation Policy

Verification of course participation is a federal requirement that the University must enact in order to continue distributing federal financial aid. Faculty must confirm your participation within two weeks or an automatic administrative withdrawal (forced drop) will occur for the courses in which you are registered but for which the instructor has no indication of your participation in the first two weeks.

This policy provides the University with an opportunity to respond early to any student problems that we can assist in resolving. We will make every effort to initiate contact by the faculty member, or other advisor, to see if some assistance is needed or to see if there is anything we can do to keep you in the courses/programs.

Thus, any students who do not attend one of the first two class periods will be automatically removed from the course.

Religious Observance Policy

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.
Mission Statements

Wayne State University

Create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

College of Education

Out of the conviction that education is the means by which human circumstances can be improved, the College of Education prepares professionals who have the commitment and competence needed to help people acquire the knowledge, skills and understandings enabling them to participate in and contribute to a complex, changing society. To achieve this mission, the college is committed to excellence in teaching, research and service. These efforts are consistent with the urban mission of the college and its theme, “The Urban Educator: Reflective, Innovative, and Committed to Diversity.” We identify fully with the University’s vision to be “a pre-eminent, public, urban research university known for academic and research excellence, success across a diverse student body, and meaningful engagement in its urban community.”

The Counselor Education Program

To prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theories and current research strategies in to effective practice, who are committed to respecting diversity among all people and who ascribe to the highest ethical standards and practices.
# Appendix A: Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading &amp; Assignments</th>
</tr>
</thead>
</table>
| 5/10/2017 | Course introduction  
Introduction to culturally aware career counseling  
Ethical career counseling | Dugger Ch. 1  
Dugger Ch. 6  
Dugger Ch. 8 |
| 5/17/2017 | No Class | No Class |
| 5/24/2017 | Professional career organizations  
Employment law | Dugger Ch. 7  
Review [EEOC website](#)  
Review [NCDA website](#)  
Read [NCDA & ACA Codes of Ethics](#)  
Reflection Papers Due (2) |
| 5/31/2017 | Sources of information  
Career resources | Dugger Ch. 13  
Review [O*Net website](#)  
Reflection Paper Due |
| 6/07/2017 | Applying for Jobs  
Cover letter  
Resume  
References  
Interview | Dugger Ch. 17  
Reflection Paper Due |
| 6/14/2017 | Career assessments  
Intake assessments  
Standardized assessments  
Card sorts | Dugger Ch. 10  
Dugger Ch. 11  
Dugger Ch. 12  
Reflection Paper Due |
| 6/21/2017 | Career theories  
Trait/Factor theories | Dugger Ch. 9  
Dugger Ch. 2  
Reflection Paper Due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/28/2017</td>
<td>Employment Packet Due</td>
<td>EMPLOYMENT PACKET DUE</td>
</tr>
<tr>
<td>7/05/2017</td>
<td>Career theories Development theories</td>
<td>Dugger Ch. 3 Reflection Paper Due</td>
</tr>
<tr>
<td>7/05/2017</td>
<td>Career theories Cognitive &amp; Learning theories</td>
<td>Dugger Ch. 4 Reflection Paper Due</td>
</tr>
<tr>
<td>7/12/2017</td>
<td>Career theories Postmodern theories</td>
<td>Dugger Ch. 5 PRACTICE INTERVIEW DUE Reflection Paper Due</td>
</tr>
<tr>
<td>7/19/2017</td>
<td>Social wellness Planning, implementing &amp; evaluating career programs</td>
<td>Dugger Ch. 17 Dugger Ch. 18 Reflection Paper Due</td>
</tr>
<tr>
<td>7/26/2017</td>
<td>Career counseling venues Professional counseling careers</td>
<td>CONCEPTUALIZATION DUE Dugger Ch. 14 Dugger Ch. 15 Dugger Ch. 16 Dugger Ch. 19</td>
</tr>
<tr>
<td>8/03/2017</td>
<td>Do not come to class: Take the exam online during class time.</td>
<td>ONLINE FINAL EXAM</td>
</tr>
</tbody>
</table>

*This schedule is subject to change at the instructor’s discretion.*