COURSE SYLLABUS

SOUTHERN
ADVENTIST UNIVERSITY

**School of
Education and Psychology**

COUN 516 – Career Counseling
3 Semester Credits
[term, year]
Meeting Day/Time: [day, time].

Professor:
Email*:*
Office Phone:
Physical Office:
Virtual Office:
Office Hours:
VIRTUAL CLASSROOM LOCATION:

I. COURSE DESCRIPTION:

This course provides understanding of career development theories and decision-making models; career counseling processes; career, vocational, educational, occupational, and labor market information resources; career development; program management at PreK-12 grade levels; and assessments and techniques relevant to career planning and decision making in a global economy.

Perspective and Focus:
Work is a common denominator for most adults. In fact, most Americans spend nearly half of their waking hours at work. A person's work and occupation play a critical role in an individual's sense of identity, self-esteem, and psychological well-being. Work is the central and defining characteristic of life for most individuals. Being satisfied with one's career is one of the most important aspects of an individual's personal happiness.

The world of work is a complex interaction of characteristics of a person and a situation. This nexus of individual and work is often fraught with friction, giving the counselor a unique opportunity to assist individuals in a vitally critical aspect of their lives. Career counseling is personal counseling focused on specialized content that generally includes initial career choice, the connection between career and personal problems, adaptations to changes in the workplace, multiple career dilemmas, and maintenance of a balanced lifestyle. "The career counseling process does not separate career and personal concerns but integrates them to better evaluate how all life roles are interrelated" (Zunker, 2012, p. 2).

Course Purpose:
This course blends the study of vocational behavior with the study of career assistance. After completing this course, the student should know how to better integrate career issues into the counseling process and know how to perform basic career counseling functions.

II. REQUIRED READING:

Zunker, Vernon G. (2016). Career counseling: A holistic approach (9th edition). Pacific Grove, CA: Brooks/Cole

Curry, J. & Milson, A. (2017). Career and college readiness, counseling in P-12 Schools. New York: Springer Publishing Co.

III. SUPPLEMENTAL MATERIALS:

1. **Recommended Texts**

   Stoltz, Kevin B. & Barclay, Susan R. (Eds.). (2019) A comprehensive guide to career assessment. Broken Arrow, OK: National Career Development Association.

   Lowman, Rodney L. (2022) Career assessment: Integrating interests, abilities, and personality. Washington DC: American Psychological Association.

2. **NCDA Code of Ethics**

   http://www.ncda.org/aws/NCDA/asset_manager/get_file/3395

3. **Additional Required Reading**

   Woo JM, Postolache, TT. The impact of work environment on mood disorders and suicide: evidence and implications. Int J Disabil Hum Dev. 2008; 7(2): 185-200.

4. **Supplemental Reading**

   Blustein, D.L (Ed.). (2013). The Oxford handbook of the psychology of working. Oxford University Press.

   Brown, Steven D. & Lent, Robert W. (2005). Career development and counseling: Putting theory and research to work. Hoboken, NJ: John Wiley & Sons, Inc.

   Hansen, Sunny L. (2001). Integrative life planning: Critical tasks for career development and changing life patterns. San Francisco: Jossey-Bass Publishers.

Krumboltz, John D. & Levin, Al S. (2010). Luck is no accident: Make the most of happenstance in your life and career (2nd Edition). Atascadero, CA: Impact Publishers.

Lowman, Rodney L. (1996). Counseling and psychotherapy of work dysfunctions. Washington DC: American Psychological Association.

Niles, Spencer & Harris-Bowlsbey. (2017). Career development interventions in the 21st Century (5th Edition). Upper Saddle River, NJ: Pearson Education, Inc.

Savickas, Mark L. (2019). Career counseling. Washington DC: American Psychological Association.

5. Organizations

American School Counselor Association (ASCA)
1101 King St. Suite 310, Alexandria, VA 22314
  ASCA supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

National Association of Workforce Development Professionals (NAWDP)
810 First Street, NE, Suite 525, Washington, DC 20002-4227
  NAWDP advocates for the workforce industry and develops the professional capacity of workforce professionals seeking the highest standards of excellence in credentialing, applied learning opportunities, and cutting edge tools to excel in serving job seekers and business.

National Association of College and Employers (NACE)
62 Highland Avenue, Bethlehem, PA 18017
  NACE is the leading source of information on the employment of the college educated, and forecasts hiring and trends in the job market; tracks starting salaries; recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks.

National Career Development Association (NCDA)
305 North Beech Circle, Broken Arrow, OK 74012
  The NCDA provides professional development, publications, standards, and advocacy to practitioners and educators who inspire and empower individuals to achieve career and life goals.

National Employment Counseling Association (NECA)
5999 Stevenson Avenue, Alexandria, VA 22304
  NECA aims to provide the best possible resources for people seeking employment and the counselors who work with them.

Society for Vocational Psychology (SVP)
The Society for Vocational Psychology is a section of Division 17 (counseling psychology) of the American Psychological Association.
  The Society consists of a diverse group of researchers and career practitioners who are committed to the common vision of helping individuals with work-related issues across the lifespan in a volatile global economy.

Vocational Evaluation and Career Assessment Professionals Association (VECAP)
PO Box 2958, Salina, KS 67402

    VECAP promotes best practices for vocational evaluation and career assessment professionals.

6.   **Additional Resources:**

Center for the Study of Technology in Counseling and Career Development:
http://www.career.fsu.edu/techcenter/

Southeast Career Center, 1105 E 10th Street, Chattanooga, TN.

Life Calling & Career Services, Southern Adventist University, Bietz Center for Student Life

Vocopher: http://vocopher.com/

IV. TECHNOLOGY REQUIREMENTS

Class meetings for this course will occur synchronously via Zoom. Therefore, students will need to have internet service at their location. They will also need to be equipped with a webcam and microphone, so that class experience can be productive and enjoyable.

V. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

    eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

    I**nformation Technology:** Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email it-helpdesk@southern.edu.

    McKee Research & Writing Center: Call to make an appointment at McKee Library: 423-236-2384, or email Sonja Fordham, Director of the Writing Center at the McKee Library at sfordham@southern.edu.

VI. BIBLICAL FOUNDATION OF THE COURSE

A Christian worldview supposes an intrinsic value in the God-given talents and interests of each individual. In keeping with this view, and in order to be servant leaders as future counselors, students must learn to listen sensitively to others with as much empathy as possible. To facilitate that goal, students will become familiar with assessments and other tools which may be used to assist those served (either in clinical mental health or school settings) in accurately distinguishing their own aptitudes and interests. This, in turn, will enable students to assist with the

development of vocational goals. Finally, these activities will allow students to act in the best interest of those served by providing sensitive and appropriate guidance as it relates to career planning.

VII. KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of a variety of models and theories of career counseling and career development [CACREP 2.F.4a].
2. Demonstrate use of developmentally appropriate career counseling interventions and assessments [CACREP 5.G.3.e]
3. Evidence knowledge of the approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors [CACREP 2.F.4b].Evidence knowledge of the processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems [CACREP 2.F.4c, 5.G.3j; TNSC 5].
4. Show familiarity with approaches for assessing the conditions of the work environment on clients' life experiences [CACREP2.F.4d].
5. Demonstrate understanding of strategies for assessing abilities, interests, values, personality and other factors that contribute to career development [CACREP 2.F.4e].
6. Evidence understanding of how to design, organize, implement, administer, and evaluate comprehensive career development programs for individuals in community and educational settings throughout the lifespan.
7. Evidence understanding of school counselor roles in relation to college and career readiness. [CACREP 2.F.4f, 5.G.1c, 5.G.2c;].
8. Demonstrate understanding of strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy [CACREP 2.F.4g].
9. Demonstrate understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management [CACREP 2.F.4h].
10. Demonstrate familiarity with methods of identifying and using assessment tools and techniques relevant to career planning and decision making [CACREP 2.F.4i].
11. Demonstrate understanding of ethical and culturally relevant strategies for addressing career development [CACREP 2.F.4j].
12. Demonstrate familiarity with interventions to promote college and career readiness [CACREP 5.G.3.j].

Identifiers between brackets reference Common Core Area and Entry-level Specialty Area domains of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Tennessee licensure standards for school counselors (TNSC) as covered in this course.

VIII. HOW THE COURSE WORKS

A. Policies and Procedures

1. Disclaimer:

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

2. Disabilities and Accommodations

1. In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge *(i.e. physical, learning, psychological, ADHD or other type),* you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by the Bietz Center, Room 3900. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website here.

2. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

3. Academic Honesty

1. Faculty Responsibilities:
   i. Professors must clearly explain the requirements for assignments, examinations, and projects, such as "open book," "take home," or "peer collaboration."
   ii. Professors may assume "no collaboration" is the rule unless they state otherwise.

2. Student Responsibilities:
   i. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others' material as their own.
   ii. Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with their professor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
   iii. Students are to assume that all course work is "no collaboration" unless stated otherwise by the professor.

      iv. The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students' work to Turnitin once they have completed it.

3. TurnItIn:

   Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students' work to Turnitin or require that they do so.

4. **Profile Picture Policy**
   1. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Students must keep in mind when uploading their profile picture, that it must meet the following guidelines:
      i. The photo should be a full-face likeness, similar to a passport photo or driver's license photo. No variations permitted.
      ii. Attire worn in the photo should adhere to the Southern Adventist University dress code.
      iii. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

5. **Student Authentication** (distance education students only)
   1. The Higher Education Opportunity Act of 2008 [viewable here; see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.

   2. Students should authenticate their identity by using **ONE** of the following options:
      i. Authenticate in person at Southern Adventist University.
      ii. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.

3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

6. **Add/Drop Policy**

   1. *Dropping a class* and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.

   2. *A grade of Incomplete (I)* will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.

   3. *Tuition Refund:* A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

7. **Transcripts**

   1. It is the students' responsibility to request a transcript to be sent to their parent institution and/or their Seventh-day Adventist union registrar if needed. Students may access more information about this at
      http://www.southern.edu/administration/records/transcripts.html

B. **INSTRUCTIONAL STRATEGIES/METHODOLOGY**

1. **Methods of Instruction**
   The instructor will use a variety of methods of instruction, including class discussions, audiovisual media, analyses of personal experiences, in-class activities, readings, and other experiences.

2. **Diversity Considerations**
When practicing career counseling, the culture of the client and other diversity considerations must be considered. As such, counseling students must acquire awareness of and sensitivity to issues of diversity. Counseling students must also learn to communicate with those of different cultural backgrounds from themselves in a clear and accepting way. The aforementioned is particularly salient when the student is of a dominant group and will be working with clients of minority backgrounds. In such situations it is especially important for students/future counselors to be able to work knowledgeably and sensitively with clientele from varying diverse backgrounds. Because this is of utmost importance, this course will challenge students to develop self- awareness about their own biases/perspectives, as well as other factors that may impact their delivery of career counseling services.

Fouad and Bingham's culturally appropriate career counseling model provides seven-step process career counselors can follow when working with culturally diverse clients. The seven steps within the model include (1) establishing rapport and a culturally appropriate relationship, (2) identification of career concerns, (3) examination of the impact of cultural variables on the identified concerns, (4) establishing goals consistent with the client's worldview, (5) identifying culturally appropriate interventions, (6) decision making and implementation, and (7) follow-up.

3. **Incorporation of Research**

   1. *Students:*
      Students will engage in research to complete papers on career theory and its application and the construction of career development programs for specific populations.

   2. *Instructor:*
      The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed in the 'Required and Supplemental Reading' sections of this course outline. Other research resources will be included as appropriate.

4. **eClass**
   1. The website for course access is eclass.e.southern.edu. Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course grades. There are two ways that students can login to their online course. The course will appear as a link on their Southern Access account https://access.southern.edu.

They can also put eclass.e.southern.edu into their browser and enter their username and password. If one method does not work, they may try the other method.

2. *System Requirements:* For system requirements, students will need to visit this page: https://www.southern.edu/academics/academic-sites/online-campus/successful.html

5. **Class Attendance/Presence**
   1. *Attendance policy:*
      i. On days and times designated in the Course Schedule, this course will include synchronous class meetings via Zoom. These meetings will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Students must plan to attend these meetings. Regular attendance, punctuality, and participation are essential for success in this class. Therefore, they are required unless arrangements have been made **in advance** with the professor.

         Generally speaking, professors will not excuse absences for reasons other than **illness, authorized school trips, or emergencies beyond the students' control.** If a student's absence does not fall into any of these three categories, the student should expect that the absence will not be excused, and attendance credit will not be given.

      ii. Students will be required to share their Zoom video and remain visible to their classmates and professor until class is over. Students' attire should be appropriate for a classroom environment, even if they are connecting to class through Zoom.

      iii. Students who feel ill are encouraged to contact the University Health Center or another health care provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor **before any absence or within 24 hours** from missed class meetings.

      iv. If for some reason, justified or not, students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.

      v. For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several

assignments without initiating any communication with the professor about the reasons, the student may be contacted.

6. **Communication**
    1. e*Class Announcements*
        i. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the "News Forum" under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements

    2. *Southern Email*
        i. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

        An *important reminder:* when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line. For instance, if a student has a problem while taking the Week 1 Quiz, the email subject could say something like "COUN 556, Week 1 Quiz."

C. **GRADES AND FEEDBACK PLAN**

1. **Accessing your grades in eClass**
    1. There are two places in eClass pertaining to grades. One place is the "Grades" link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.

    2. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

2. **Class Attendance Credit**

a) Students' attendance will be taken every week through the university's Attendance Tracking System (ATS). Ten (10 minutes) before class starts, a QR Code assigned to each class section will be displayed on the Zoom screen. Students will be able to scan the QR Code with their phones and their attendance will be recorded. Due to system's limitations, the QR Code will disappear from the screen once the professor initiates the class and starts sharing other materials on screen (e.g., PowerPoints, videos, etc.) A total amount of Attendance points will be included in the final grade. Being present and punctual to every Zoom class is an easy way to accumulate points toward the final grade. Each unexcused absence will cause the system to deduct 2 points from the total attendance credits. Each unexcused tardiness of more than 10 minutes will cause the system to deduct 1 point from the total attendance credits.

b) Again, due to system limitations, once class starts, the only way to receive attendance credits is if the points are entered manually by the professor in the grade book. Therefore, if a student is late to class but wants to receive attendance credit for the day, the student will need to send the professor a brief email explaining the situation, as soon as she or he enters the Zoom room. Once class is over, the professor will review the email and, if appropriate, will manually enter the attendance points in the grade book. Sending this email will be important because, during class, the professor will be focusing on the material being discussed and may or may not remember that a student was allowed into the Zoom room after class started.

3. **Submission Times and Late Work Caution**

1. Course assignments are to be submitted electronically to the course site, unless specifically indicated on the *Course Calendar* that they should be completed directly on MindTap.

2. Late work is at risk of not being accepted unless prior approval is received from the professor. It is the students' responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, a student is ill or experiencing an emergency that is out of his or her control, the student must contact the professor immediately regarding the situation.

3. All assignments will be due on **Sunday nights at 11:55 p.m**., except for the weekly reflection activities which will be due on **Wednesdays at 11:55 p.m.** On very rare occasions, students might lose internet connection or have other technical difficulties when it is very close to submission time. This may cause additional stress for students who are trying to complete their assignments at the last minute. Given this possibility, it is strongly recommended that students plan to start and finish their assignments way ahead of the deadline. This will give them enough margin for unexpected circumstances.

4. The professor recognizes that some students might be trying to manage very complicated academic and/or work schedules during this semester. As a result, following the plan recommended on item VIII.C-3.b above might not always be possible for them. For that reason, a period of grace will be given to complete assignments between Sundays at 11:55 p.m. and the next day, Monday, at noon for all assignments due on Sundays. For assignments due on Wednesdays, the period of grace will end on the next day, Thursday, at noon.

5. If an assignment has not been submitted by noon on Monday or Thursday, according to the course schedule, a grade of zero will be entered in the grade book. ***Note:*** Although the zero grade may not appear in the grade book exactly at noon on the due date, the eClass system will automatically register the date and time when an assignment was submitted, whether it was submitted before or after the deadline. If a student wishes to submit a missed assignment after the deadline, the student will need to email the professor explaining the reasons for the missed assignment and requesting permission to submit it. If approval is granted, the student should proceed to complete the assignment as soon as possible.

6. Once the missed assignment has been submitted, the student will be responsible for emailing the professor back, letting her know that the assignment is ready to be graded. ***This step will be important*** because the professor will not go back to review assignments that have been graded already, whether they were assigned a grade of zero or not. Therefore, the only way to get the zero removed from an assignment will be by emailing the professor to make her aware that the assignment is now ready for the change of grade.

4. **Providing Feedback to the Professor**
   1. At any time during the semester, students may schedule appointments with the professor, during her office hours, to discuss any questions or ideas they might have that could help them learn the material better. An informal survey with feedback questions will also be collected at mid-point in the semester.

   2. Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at *access.southern.edu*. Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous, and the results are made available to instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

5. **Receiving Feedback from the Professor**
   Feedback from the professor will be facilitated through the grading of academic assignments.

a) Professional Dispositions and Conduct

The Graduate Studies in Professional Counseling (GSPC) program at Southern Adventist University prepares students to become professional practitioners in the mental health care field. Therefore, students enrolled in counseling courses are expected to always demonstrate professional dispositions and conduct. Towards that goal, students are evaluated every semester, based not only on their academic grades, but also on the professional dispositions and behavior that they model when relating to their professors, classmates, and others around them.

b) Academic Assignments

Brief written assignments over the assigned reading material in Zunker and Curry & Milsom.

- Zunker, Chapter 2 – Supplementary Learning Exercises - #3 or
- Curry & Milsom, Chapter 3 – Test Your Knowledge - #2 (School Counseling Students)
- Zunker, Chapter 3 – Supplementary Learning Exercises - #s 1-3
- Zunker, Chapter 5 – Supplementary Learning Exercises – potluck (you choose) or
- Curry & Milsom, Chapter 2 – Test Your Knowledge - #s 1-3 and Chapter 6 #1 (School Counseling Students)
- Zunker, Chapter 6 – Supplementary Learning Exercises - #9
- Curry & Milsom, Chapter 4 – Test Your Knowledge - #s 1-3 (School Counseling Students)
- Zunker, Chapter 9 – Supplementary Learning Exercises - #s 3,6,7,10

Ethics Case Study presentation and discussion – teams of two students will present an assigned career development case study and identify and discuss areas of ethical concerns.

Personal Career Assessment Report and CACGS – PathWayU. Complete the following inventories and write a Personal Career Assessment Report that integrates the assessment results (a template will be provided along with specific training in the administration and interpretation of each assessment):

- Self-Directed Search (SDS)
- Career Thoughts Inventory (CTI)
- Ability Explorer (AE)
- O*Net Career Values Inventory
- Career Personality Inventory (CPI)
- PathWayU

Career Counseling Strategies with a Specific Special Population – Oral Presentation. Populations will be chosen from Zunker, chapters 9-16 and from Curry & Milsom P-12 reading. The oral presentation should consider and address the following factors:

- Most appropriate theory(s) for the population
- Developmentally and culturally appropriate assessments for the population
- Strategies for advocacy and career development – skill development, educational and

life-work planning (If working with P-12 students – what interventions will be used to promote college and career readiness?)

- Ethical and culturally relevant strategies for addressing unique factors associated with the population
- Any additional relevant considerations that should be addressed when working with your chosen population

Comprehensive Career Development Program Paper – 8-10 pages:

- Using your textbooks and additional resources, design a comprehensive career development program for either a community, school, or a specific population. Include program planning, organization, implementation, administration, and evaluation.
- Plans must include the assessment of client abilities, interests, values, and personality factors that contribute to career development.
- Address any associated challenges of assessment and interpretation for the clients in your program
- Include plans for facilitating client skill development for career, educational, and lifework planning and management.
- Where appropriate, include information associated with educational, occupational, and labor markets.
- Plan to provide a very brief oral overview of your program with the class.
- IMPORTANT: See **Appendix C** in this syllabus for a complete outline of what should be included in the paper.

Final Exam – Client Case Study. Information to be included:

- Comprehensive intake information.
- Appropriate use of a specific career theory(s).

- Appropriate use of career counseling interventions and assessments (interest, abilities, values, relevant personality factors, and any other appropriate assessments germane to the client's career development and life-work planning).
- The interrelationships between career factors and decisions along with mental well-being, relationships, and other life roles.
- Appropriate plans for skill development for career, educational, and lifework planning and management.
- If appropriate, include relevant assessment of the client's work/educational work environment and how it is affecting the client's life experiences and decision-making process.
- What steps have you taken to identify and use career, avocational, occupational, and labor market information with your client?
- Any cultural or diversity strategies for advocating for your client and his/her career development?

- For additional information to include, please see **Appendices B and C** in this syllabus.

6. **Grading Criteria:**

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *VII- Knowledge and Skill Outcomes)* being assessed by the given requirement.

COURSE REQUIREMENT	NUMBER OF POINTS	APPROX. PERCENTAGE	EXPECTED OUTCOME
Brief written assignments over reading materials	50	17	2.F.4.a.b.c.d.e.f.h 5.g.1c/2c/3e
Personal Career Assessment Report and CACGS – PathWayU report	40	13	2.F.4.a.b.c.d.e.f.h 5.G.3e
Career Counseling Strategies with a specific special population oral presentation	40	13	2.F.4g/4j 5.G.1c/2c/3j
Ethics case study presentation and discussion	20	7	2.F.4j / 2.f.4b/c/d 2.F.4g/4j / 5.G
Comprehensive Career Development Program Paper	60	20	2.F.4c.d.e.f.g.h.i 5.G.1c/2c/3e/3j
Final Exam – Client Case Study	90	30	2.F.4a/4b/4c/ 4d/4e/4g/4h/4i 4j/5.G.3.e/3.j
Total	300	100	

1. **Distribution of Scores:**

   The following distribution of scores will serve as a guide in determining the final letter grades for this course:

Letter Grade	Point Range	Percentage Range
A	281 – 300	94 – 100%
A-	269 – 280	90 – 93%
B+	260 – 268	87 – 89%
B	248 – 259	84 – 86%
B-	236 – 249	80 – 83%
C+	229 – 237	77 – 79%
C	220 – 228	74 – 76%
C-	208 – 219	70 – 73%
D+	197 – 207	67 – 69%
D	188 – 198	64 – 66%
D-	180 – 189	60 – 63%
F	0 – 179	

IX. COURSE CALENDAR

DATE	TOPIC FOR CLASS DISCUSSION	CACREP STANDARD TAUGHT	MODULE ASSIGNMENTS FOR THE WEEK	ASSIGNMENT DUE DATE/TIME
COURSE ORIENTATION AND ORGANIZATION: [dates] **Zunker, Chapter 1**				
Thurs. [month/ day] Tues. [date] *Last day to make a change without charges or 100% tuition refund*	• ZOOM CLASS SESSION o Course Syllabus & Expectations o Introduction to Course – Historical Developments o 'Did You Know'		☑ Zunker, Chapter 1 ☑ Curry & Milsom, Chapters 1-2 ☑ FSU Center for the Study of Technology and Career Development ☑ Vocopher	
Theories of Career Development: [dates] **Zunker, Chapters 2-3**				
Thurs. [month/ day]	• ZOOM CLASS SESSION o Career Counseling Models o Lecture and Discussion	2.F.4a Theories and models of career development, counseling, and decision making 2.F.4b Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors 2.F.4d Approaches for	☑ Review Career Theory PowerPoint ☑ Zunker, Chapters 2-3 Written - Assignment (2SE#3) ☑ Curry & Milsom, Chapter 3 Written Assignment - (3TYK#2)	[day, date] (12:55 p.m.)

		assessing the conditions of the work environment on clients' life experiences 2F.4c Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems 5.G.3j Interventions to promote college and career readiness		
Theories of Career Development [dates]				

Thurs. [month/ day]	• ZOOM CLASS SESSION
	
	  ○ Theory Review
	
	  ○ Career Counseling Models – lecture and discussion
		2.F.5a Theories and models of career development, counseling, and decision making
		
		2.F.4b Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
		
		2.F.4c Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.
			☑ Zunker, Chapters 2-3 Curry & Milsom, Chapter 3
			
			☑ Written Assignment: Zunker – 3SE#s1-3
			
			[X] PathWayU
			
			[X] SDS, AE, O*Net Values, CTI, CPI
				[day, date] (12:55 p.m.)

		2F.4d Approaches for assessing the conditions of the work environment on clients' life experiences 5.G.3j Interventions to promote college and career readiness		
Theories of Career Development: [dates] **Zunker, Chapters 4-5**				
Thurs. [month/ day]	• ZOOM CLASS SESSION ○ Theory Review ○ Career Counseling Models – lecture and discussion ○ Career and College Readiness	2F.5a Theories and models of career development, counseling, and decision making 2F.4b Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors 2.F.4c Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems. 2F.4d Approaches for assessing the conditions of the work environment on clients' life experiences	☑ Zunker, Chapters 4-5 - Case Studies / Written Assignment 5SE (potluck) ☑ Curry & Milsom, Chap. 5 ☑ Curry & Milsom, 2TYK1-3 and 6TYK1	[day, date] (12:55 p.m.)

		5.G.3e Use of developmentally appropriate career interventions and assessments 5.G.3j Interventions to promote college and career readiness		
Career Assessment: [dates] **Zunker, Chapter 6**				
Thurs. [month/ day]	• ZOOM CLASS SESSION o Theory Review o Career Assessment – lecture and discussion	2.F.4e Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development 2.F.4i Methods of identifying and using assessment tools and techniques relevant to career planning and decision making 5.G.3.e Use of developmentally appropriate career interventions and assessments 2.F.4j Ethical and culturally relevant strategies for addressing career development	☑ Zunker, Chapter 6-7 ☑ Curry & Milsom, Chapter 2 ☑ Curry & Milsom – Appendix D ☑ Ethics Case Study assignments – choose partner and receive case study	[day, date] (12:55 p.m.)

		Career Assessment/Ethics: [dates]		
		Zunker, Chapters 6-7, 8		

Thurs. [month/ day]	• ZOOM CLASS SESSION
	
	  o Career Assessment lecture and discussion
	  o Ethics
		2.F.4e Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	👥 Ethics Case Study team presentations	In-Class [day/date]

			☑ Zunker, Chapter 8	
		2.F.4i Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	☑ Curry & Milsom, Chapters 4 and 14	[day/date] (12:55 p.m.)
			☑ Zunker, 6SE#9	
		2.F.4j Ethical and culturally relevant strategies for addressing career development 5.G.3.e Use of developmentally appropriate career counseling interventions and assessments		
		Career Assessment and Ethics: [dates]		
		Zunker, Chapters 6-7, 8		
Thurs. [month/ day]	• ZOOM CLASS SESSION o Career assessment	2.F.4e Strategies for assessing abilities, interests, values, personality and other factors that contribute to career	☑ Completion of all assigned career assessments	[day, date] (12:55 p.m.)

	lecture and discussion o Neuropsych of career choice o Brain Awareness Bonus	development 2.F.4i Methods of identifying and using assessment tools and techniques relevant to career planning and decision making 2.F.4j Ethical and culturally relevant strategies for addressing career development		

Career Counseling for Special Populations: [dates] Zunker, Chapter 9				
Thurs. [month/ day]	• ZOOM CLASS SESSION o Career counseling with special populations and discussion o Case studies	2.F.4d Approaches for assessing the conditions of the work environment on clients' life experiences. 2.F.4g Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy 2.F.4h Strategies for facilitating client skill development for career, educational, and life-work planning and management (with consideration of diversity issues) 2.F.4j Ethical and culturally relevant strategies for	Begin career counseling with special populations presentations	In-Class [day, date]
			☑ Zunker, Chapter 9 [X] Zunker – 9SE#s 3,6,7,10 [X] Curry and Milsom, Chapters 4, 6-14 [X] Curry and Milsom – 4TYK#1,2,3	[day, date] (12:55 p.m.)

		addressing career development		
	Career Counseling for Special Populations: [dates] **Zunker, Chapter 10**			
Thurs. [month/ day] Spring Break – [dates]	• ZOOM CLASS SESSION ○ Career counseling with special populations ○ Oral presentations	2.F.4d Approaches for assessing the conditions of the work environment on clients' life experiences 2.F.4g Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy 2.F.4h Strategies for facilitating client skill development for career, educational, and life-work planning and management 2.F.4j Ethical and culturally relevant strategies for addressing career development	☑ Zunker, Chapter 10 ☑ Read Chapter 9 ☑ Curry & Milsom, Chapters 6-14 ☑	

Career Counseling for Special Populations: [dates] Zunker, Chapters 11-12				
Thurs. [month/ day]	• ZOOM CLASS SESSION ○ Career counseling with special populations ○ Oral presentations	2.F.4d Approaches for assessing the conditions of the work environment on clients' life experiences 2.F.4g Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy 2.F.4h Strategies for facilitating client skill development for career, educational, and life-work planning and management 2.F.4j Ethical and culturally relevant strategies for addressing career development	☑ Zunker, Chapters 11-12 ☑ Curry and Milsom, Chapters 6-14	
[date] : Last Day to Drop a Class with a "W"				

	Career Counseling for Special Populations: [dates] Zunker, Chapters 13-14			
Thurs. [month/ day]	• ZOOM CLASS SESSION o Career counseling with special populations o Oral presentations	2.F.4d Approaches for assessing the conditions of the work environment on clients' life experiences 2.F.4g Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy 2.F.4h Strategies for facilitating client skill development for career, educational, and life-work planning and management 2.F.4j Ethical and culturally relevant strategies for addressing career development 5.G.3.e Use of developmentally appropriate career interventions and assessments 2.F.4e Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development 2.F.4i Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	☑ Zunker, Chapters 13-14 ☑ Curry and Milsom, Chapters 6-14 ☑ **Individual career assessment reports due**	[day, date] (12:55 p.m.)

Career Counseling with Special Populations: [dates] **Zunker, Chapters 15-16**				
Thurs. [month/ day]	• ZOOM CLASS SESSION o Career counseling with special populations o Oral presentations	2.F.4d Approaches for assessing the conditions of the work environment on clients' life experiences 2.F.4g Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy 2.F.4h Strategies for facilitating client skill development for career, educational, and life-work planning and management 2.F.4j Ethical and culturally relevant strategies for addressing career development	☑ Zunker, Chapters 15-16 ☑ Curry and Milsom, Chapters 6-14	
Career Development Resources: [dates] **Zunker, Chapter 17**				
Tuesday 04/13	• ZOOM CLASS SESSION o Resources for client skill development and life-work planning o O*Net o CareerOneStop o American School Counselor Association (ASCA)	5.G.3.e Developmentally appropriate use of interventions and assessments 5.G.3j Interventions to promote college and career readiness 2.F.4c Processes for identifying and using career,	☑ Zunker, Chapter 17 ☑ Curry & Milsom, Chapter 2 [Just highlighted – it was already here/eh]	

	o National Standards for School Counseling Programs o Southeast Career Center	avocational, educational, occupational and labor market information resources, technology, and information systems. 2.F.4h Strategies for facilitating client skill development for career, educational, and life-work planning and management		
MODULE 13: [dates] **Text Book Appendices**				
Thurs. [month/day]	• ZOOM CLASS SESSION o Text Book(s) Appendices review o Brief Career Development Program Paper reports	2.F.4.f Strategies for career development program planning, organization, implementation, administration, and evaluation 5.G.1c Models of P-12 comprehensive career development 5.G.2c School counselor roles in relation to college and career readiness How to design, organize, implement, administer, and evaluate comprehensive career development programs for individuals in community and educational settings throughout the lifespan.	☑ **Comprehensive Career Development Program Paper is due – Syllabus Appendix C** ☑	[day, date] (12:55 p.m.)
Final Exam: [date]				
Tuesday 04/27	• ZOOM CLASS SESSION o Client	2.F.4a Demonstrate understanding of a variety of models and theories of	☑ **Final Exam – Client Career Assessment and Career Development Counseling Reports due –**	[day, date] (12:55 p.m.)

		career counseling and development	**See Appendices B & C**	
	Assessment Reports and discussion			
		5.G.3.e Demonstrate use of developmentally appropriate career counseling interventions and assessments	☑ The Good, the Bad, and the Ugly – course review.	
		2.F.4b Demonstrate knowledge of the approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors		
		2.F.4c /5.G.3j Demonstrate knowledge of processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems		
		2.F.4d Show familiarity with approaches for assessing conditions of the work environment on clients' life experiences		
		2.F.4e Demonstrate understanding of strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development		
		2.F.4.g Demonstrate understanding of strategies development and opportunities in a global economy		

		employment 2.F.4h Demonstrate understanding of strategies for facilitating client skill development for career educational, and life-work planning and management 2.F.4i Demonstrate familiarity with methods of identifying and using assessment tools and techniques relevant to career planning and decision making 2.F.4j Demonstrate understanding of ethical and culturally relevant strategies for addressing career development for advocating for diverse clients' career and educational		

FINAL EXAMS WEEK – [dates]
Learning Reflections: [date]

APPENDIX A
Southern School of Education & Psychology Conceptual Framework
For Professional Counseling Programs

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

D. *Mission of the School of Education and Psychology:* Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

E. *Goal of the School of Education and Psychology:* The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles:
1. a caring person,
2. an informed facilitator,
3. a reflective decision maker, and
4. a committed professional.

Together, these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

F. *Core Curricular Experiences and Learning Outcomes:*

1. As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work.
   The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) effective **counseling, prevention, and intervention**;
   (b) service to clients who represent **diverse populations**; and
   (c) **advocacy** to better the lives of individuals and communities.

2. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
   (a) meaningful **assessment** that facilitates a plan of action,
   (b) **diagnosis** leading to appropriate treatment, and
   (c) promoting optimal **academic development** in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
    (a) conduct **research** that contributes to the knowledge base of the profession;
    (b) critically **evaluate** research and apply current information to decision making; and
    (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
    (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
    (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice; practice;
    (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
    (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
    (e) **leading** in the development and management of counseling practice in a clinical or school setting.

APPENDIX B
NCDA Career Counseling Competencies

In order to work as a professional engaged in Career Counseling, the individual must demonstrate minimum competencies in eleven designated areas. Career development professionals must only perform activities for which they possess of have access to the necessary skills and resources for giving the kind of help that is needed. If a professional does not have the appropriate training or resources for the type of career concern presented, an appropriate referral must be made. No person should attempt to use skills for which he/she has not been trained.

Area 1 – Career Development Theory

Theory base and knowledge considered essential for professional engaging in career counseling and development. Demonstration of knowledge of:

a. Counseling theories and associated techniques.
b. Theories an models of career development.
c. Individual differences related to gender, sexual orientation, race, ethnicity, and physical and mental capacities.
d. Theorical models for career development and associated counseling and information delivery techniques and resources.
e. Human growth and development throughout the lifespan.
f. Role relationships with facilitate life-work planning.
g. Information, techniques, and models related to career planning and placement.

Area 2 – Individual and Group Counseling Skills

Individual and group counseling competencies considered essential to effective career counseling. Demonstration of ability to:

a. Establish and maintain productive personal relationships with individuals.
b. Establish and maintain a productive group climate.
c. Collaborate with clients in identifying personal goals.
d. Identify and select techniques appropriate to client or group goals and client needs, psychological states, and developmental tasks.
e. Identify and understand clients' personal characteristics related to career.
f. Identify and understand social contextual conditions affecting clients' careers.
g. Identify and understand familial, sub-cultural and cultural structures and functions as they are related to clients' careers.
h. Identify and understand clients' career decision-making processes.
i. Identify and understand clients' attitudes toward work and workers.

j.   Identify and understand clients' biases toward work and workers based on gender, race, and cultural stereotypes.

k.   Challenge and encourage clients to take action to prepare for and initiate role transitions by:

- Locating sources of relevant information and experience.
- Obtaining and interpreting information and experiences, and acquiring skills needed to make role transitions.

l.   Assist the client to acquire a set of employability and job search skills.

m.   Support and challenge clients to examine life-work roles, including the balance of work, leisure, family, and community in their careers.

Area 3 – Information and Resources

Information/resource base and knowledge essential for professionals engaging in career counseling. Demonstration of knowledge of:

a.   Education, training, and employment trends; 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.

b.   Resources and skills that clients utilize in life-work planning and management.

c.   Community/professional resources available to assist clients in career planning, including job search.

d.   Changing roles of women and men and the implications that this has for education, family, and leisure.

e.   Methods of good use of computer-based career information delivery systems (CIDS) and computer-assisted career guidance systems (CACGS) to assist with career planning.

Area 4 – Program Promotion, Management, and Implementation

Skills necessary to develop, plan, implement, and manage a comprehensive career development program in a variety of settings. Demonstration of knowledge of:

a.   Designs that can be used in the organization of career development programs.

b.   Needs assessment and evaluation techniques and practices.

c.   Organizational theories, including diagnosis, behavior, planning, organizational communication, and management useful in implementing and administering career development programs.

d.   Methods of forecasting, budgeting, planning, costing, policy analysis, resource allocation, and quality control.

e.   Leadership theories and approaches for evaluation and feedback, organizational change, decision-making, and conflict resolution.

f.   Professional standards and criteria for career development programs.

g.   Societal trends and state and federal legislation that influence the development and implementation of career development programs.

Area 5 – Coaching, Consultation, and Performance Improvement

Knowledge and skills considered essential in relating to individuals and organizations that impact the career counseling and development process. Demonstration of ability to:

    a. Use consultation theories, strategies, and models.

    b. Establish and maintain a productive consultative relationship with people who can influence a client's career.

    c. Help the general public and legislators to understand the importance of career counseling, career development, and life-work planning.

    d. Impact public policy as it relates to career development and workforce planning.

    e. Analyze future organizational needs and current level of employment skills and develop performance improvement training.

    f. Mentor and coach employees.

Area 6 – Diverse Populations

Knowledge and Skills considered essential in relating to diverse populations that impact career counseling and development processes. Demonstrate the ability to:

    a. Identify developmental models and multicultural counseling competencies.

    b. Identify developmental needs unique to various diverse populations, including those of different gender, sexual orientation, ethnic group, race, and physical or mental capacity.

    c. Define career development programs to accommodate needs unique to various diverse populations.

    d. Find appropriate methods or resources to communicate with limited-English-proficient individuals.

    e. Identify alternative approaches to meet career planning needs for individuals of various diverse populations.

    f. Identify community resources and establish linkages to assist clients with specific needs

    g. Assist other staff members, professionals, and community members in understanding the unique needs/characteristics of diverse populations with regard to career exploration, employment expectations, and economic/social issues.

    h. Advocate for the career development and employment of diverse populations.

    i. Design and deliver career development programs and materials to hard-to reach populations.

Area 7 – Supervision

Knowledge and skills considered essential in critically evaluating counselor or career development facilitator performance, maintaining and improving professional skills.

Area 8 – Ethical/Legal Issues

Information base and knowledge for the ethical and legal practice of career counseling. Demonstration of knowledge of:
   a. Information base and knowledge essential for the ethical and legal practice of career counseling. Adherence to ethical codes and standards relevant to the profession of career counseling (e.g. NBCC, NCDA, and ACA)
   b. Current ethical and legal issues which affect the practice of career counseling with populations.
   c. Current ethical/legal issues with regard to the use of computer-assisted career guidance systems.
   d. Ethical standards relating to consultation issues.
   e. State and federal statutes relating to client confidentiality.

Area 9 – Research/Evaluation
Knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development.

Area 10 – Technology
Knowledge and skills considered essential in using technology to assist individuals with career planning. Demonstration of knowledge of:
   a. Various computer-based guidance and information systems as well as services available on the Internet.
   b. Standards by which such systems and services are evaluated (e.g. NCDA and ACSCI).
   c. Ways in which to use computer-based systems and Internet services to assist individuals with career planning that are consistent with ethical standards.
   d. Characteristics of clients which make them profit more or less from use of technology-driven systems.
   e. Methods to evaluate and select a system to meet local needs.

Appendix C

Comprehensive Career Development Program Paper

Comprehensive Career Development Program Pater: Using your textbooks and additional resources, design a comprehensive career development program for a community, school or other specific special population. The paper should be 8-10 pages long and include the following:

Chosen counseling theory(s)
- Information, techniques, and models related to career planning and development with your chosen population
- Individual differences related to gender, sexual orientation, race, ethnicity, and physical and mental capacities
- Social contextual conditions affecting clients' career choice and development
- Familial, sub-cultural and cultural structures and functions as the related to client's career choice and development
- Potential biases towards work and workers based on gender, race, and cultural stereotypes
- Describe the individual or group counseling skills/techniques that you will need that to assist your chosen population

Assessment
- Assessment of interests that contribute to career decision making and development
- Assessment of abilities that contribute to career decision making and development
- Assessment of values that contribute to career decision making and development
- Assessment of personality factors that contribute to career decision making and development
- Any additional assessments that you deem useful for your chosen population
- Specifically address associated challenges of assessment and interpretation with the population you have chosen

Information and Resources
- What information and resources will you use with your chosen population?
  - Education, training, and employment trends
  - 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
  - Local community and/or professional resources available to assist in career planning, including the job search

- o Relevant changing roles of women and men and the implications that this has for education, family, and leisure
- o Methods of good use of computer-based career information delivery systems (CIDS) and computer-assisted career guidance systems (CACGS) to assist with career planning
- Diverse Population Resources
  - o Identify community resources and establish linkages to assist clients with specific needs
  - o How will you advocate for career development and employment of your chosen population?

Plans for facilitating client skill development for career, educational, and lifework planning

- Are there particularly relevant human growth and development factors with your chosen population that require consideration?
- Information, techniques, and models related to career development and job placement
- Challenge your clients to prepare for and initiate role transitions by:
  - o Locating sources of information and experiences
  - o Obtaining and interpreting information and potential training experiences for acquiring relevant skills needed for role transitions
- How will you support and challenge your clients to examine life-work roles, including the balance of work, leisure, family, and community in their careers?

Program planning, organization, administration, and evaluation

- What type of administration/organizational structure do you envision for working with your chosen population?
- How will you attempt to establish and maintain productive consulting relationships with people who can influence your clients' careers?
- How will you analyze future organizational needs and current levels of employment skills?
- What types of plans will you make to develop performance improvement training?
- How will you evaluate your program?