



DOANE UNIVERSITY

SYLLABUS

COU 662: Career Counseling

Course Content

Course Number: COU 662

Course Title: Career Counseling

Course Dates: Spring 2022; March 7- May 7

Credit Hours: 3 Credits

Instructor: Arden Szepe, PhD, NCC

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Office Email: arden.szepe@doane.edu

Office Hours: TBA

Classroom: TBA

Meeting Times: Wednesdays, 6:00 pm – 10:30 pm

Course Description

This course examines historical and current theories, principles, and practices of vocational and career counseling over a lifespan. The course addresses interrelationships of career, family, and other roles which affect work. The impact of multicultural, gender, and lifestyle issues on career is considered. Strategies for assessing abilities, interests, values, personality and other factors are explored. The course emphasizes the importance of advocating for diverse clients' career and educational development. Students explore their own career development and enhance helper skills through role play.

Student Learning Objectives

At the conclusion of this course, students will be able to:

1. Demonstrate understanding and application of various theories of career development to diverse clients in diverse settings.
2. Conceptualize clients on a holistic and systemic level as it relates to career development, with particular attention to the influence of culture on career development.
3. Provide culturally and developmentally appropriate career counseling.
4. Demonstrate an understanding of their own career development.
5. Identify quality and relevant career-related information sources available.
6. Understand, select, and utilize culturally appropriate formal and informal career assessments, tools, and techniques.

REQUIRED TEXTS:

Niles, S. G., & Harris-Bowlsbey, J. E. (2022). *Career development interventions* (6th ed.). Hoboken, NJ: Pearson Education. ISBN: 978-0-13-584263-8

Supplemental Readings

Selected journal articles and book chapter will be provided by instructor.

Key Performance Indicator (KPI)

This course assesses the KPI for the core area of CAREER DEVELOPMENT.

Identified KPI: Students will learn theories and models of career development, counseling, and decision making.

Assessment Method: Generational Interview (see assignment details below)

CACREP Standards Addressed in this Course

SLO	2016 Standard	Topic Coverage	Methods of Instruction	Assessment
SLO # 1	2.F.4.a Theories and models of career development, counseling, and decision making	Week # 2, 3, 4 Niles & Harris-Bowlsbey Chapters 2-3 Gottfredson & Lapan (1997) Cochran, Wang, Stevenson, Johnson, & Crews (2009) Bright & Pryor (2005) Schlesinger & Daley (2016) Massaglia & Papenfuss	Direct Lecture Assigned Readings Group Discussion Multimedia Experiential Activities	Weekly Quizzes Generational Career Interview Paper
SLO # 2, 4	2.F.4.b Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles	Week # 5, 6, 7 Niles & Harris-Bowlsbey Chapters 4, 5, 8, & 10-14	Direct Lecture Assigned Readings Group Discussion Multimedia Experiential Activities	Career Autobiography Weekly Quizzes Generational Career Interview Paper Diversity Presentation

SLO # 5	2.F.4.c Processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	Week # 1 & 8 Niles & Harris-Bowlsbey Chapters 1, 6, 9, & 15 Herr (2001) Pope (2000)	Direct Lecture Assigned Readings Group Discussion Multimedia Experiential Activities	Weekly Quizzes Diversity Presentation Program Development and Advocacy Poster Project
SLO # 6	2.F.4.d Approaches for assessing the conditions of the work environment on clients' life experiences	Week # 5 Niles & Harris-Bowlsbey Chapters 5 & 8	Direct Lecture Assigned Readings Group Discussion Multimedia Experiential Activities	Weekly Quizzes Generational Career Interview Paper
SLO # 4, 6	2.F.4.e Strategies for assessing abilities, interests, values, personality, and other factors the contribute to career development	Week # 5 Niles & Harris-Bowlsbey Chapters 5 & 8	Direct Lecture Assigned Readings Group Discussion Multimedia Experiential Activities	Weekly Quizzes Career Autobiography Generational Career Interview Paper
SLO # 1, 3, 5, 6	2.F.4.f Strategies for career development program planning, organization, implementation, administration, and evaluation	Week # 8 Niles & Harris-Bowlsbey Chapters 6 & 9	Direct Lecture Assigned Readings Group Discussion Multimedia Experiential Activities	Program Development and Advocacy Poster Project

SLO # 3	2.F.4.g Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Week # 6, 8, & 9 Niles & Harris-Bowlsbey Chapters 4, 6, & 9	Direct Lecture Assigned Readings Group Discussion Multimedia Experiential Activities	Program Development and Advocacy Poster Project Diversity Presentation
SLO # 2, 3	2.F.4.h Strategies for facilitating client and skill development for career, educational, and life-working planning and management	Week # 5 Niles & Harris-Bowlsbey Chapters 5 & 8	Direct Lecture Assigned Readings Group Discussion Multimedia Experiential Activities	Weekly Quizzes Generational Career Interview Paper Diversity Presentation Program Development and Advocacy Poster Project
SLO # 6	2.F.4.i Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Week # 5 & 8 Niles & Harris-Bowlsbey Chapters 5, 8, 6, & 9	Direct Lecture Assigned Readings Group Discussion Multimedia Experiential Activities	Weekly Quizzes Generational Career Interview Paper
SLO # 6	2.F.7.i Use of assessments relevant to academic/educational, career, personal, and social development	Week # 5 Niles & Harris-Bowlsbey Chapters 5 & 8	Direct Lecture Assigned Readings Group Discussion Multimedia Experiential Activities	Weekly Quizzes Generational Career Interview Paper
SLO # 1, 3	2.F.4.j	Week # 1	Direct Lecture Assigned Readings Group Discussion	Weekly Quizzes Diversity Presentation

	Ethical and culturally relevant strategies for addressing career development	Niles & Harris-Bowlsbey Chapters 1 & 15	Multimedia Experiential Activities	Program Development and Advocacy Poster Project
SLO # 2, 4	2.F.1.h Current labor market information relevant to opportunities for practice within the counseling profession	Week # 1 Niles & Harris-Bowlsbey Chapters 1 & 15 BLS Information	Direct Lecture Assigned Readings Group Discussion Multimedia Experiential Activities	Weekly Quizzes

Course Requirements

For each assignment, please include the following:

1. Career Autobiography

Canvas | 50 Points Total | Due Week 3

- Students will write a 6-8 page paper to help explore who you are as related to the world of work. Students will participate in the Career-in-Culture interview in class as a way to prepare for this paper. Required elements include the following:
 - Your earliest career aspirations
 - Your earliest memories of your understanding of work/career
 - Experiences that have led to your current career path
 - Major turning points
 - Major influences
 - Moments of crisis, confusion, joy, etc. related to your career development
 - Who or what has helped along the way
 - Who or what hindered your progress
 - How your cultural background has influenced your career development (e.g., gender, ethnicity/race, sexual identity, socioeconomic status, parent education level, etc.)
 - Predictions and goals for the future
 - Include thoughts about retirement
- This paper should be written in APA format using appropriate headers. Papers should be well-written with cohesive statements your career development path.
- Rubric provided on Canvas

2. Weekly Quizzes

Canvas | 70 Points Total | Due Wednesdays at 5:30PM

- Seven quizzes will be administered throughout the term. Students will have access to the quizzes prior to the start of class on Canvas. Quizzes will be on assigned readings.
- Quizzes will open Thursdays at 8AM and close on Wednesdays at 5:30PM

3. Presentation on Diversity Issue in the World of Work

Canvas | 50 Points Total | Due Week 6

- In groups students will cover a different diversity chapter from the textbook (Gender, Race/Ethnicity, Social Class, LGBTQ, Disabilities). In addition to the book chapter, students will find at least three peer-reviewed journal articles relevant to your topic. Create a handout for the class describing demographics, career trends, unique strengths, needs, and barriers.
- Presentations must be both didactic and experiential. Handouts are due on Tuesday, Week 6 so they can be printed.
- Presentations will be presented in class on Week 6
- Rubric provided on Canvas
- Submit **BOTH** presentation and handout Canvas

4. Generational Career Interview Paper

Canvas | 130 Points Total | Due Week 8

- Students are asked to interview two individuals from differing generations in a holistic application of knowledge gained from the entirety of materials presented during the term.
- Students will explore the career narratives of these two individuals and attempt to identify what underlying assumptions in their narrative also were ultimately present in their own thinking about their career.
 - Be sure to address the impact of social norms/expectations, racism, discrimination, sexism, power, privilege, oppression, and so forth. In describing these narratives, the student should present this section as a case study and should **not** be conducted as a practice counseling session.
- Students are to reflect on the similarities and differences between these two narratives.
- Students are then asked to apply current knowledge of career development theories, use of appropriate assessments, and available vocational resources to discuss how they might provide career counseling services to these individuals.
- Lastly, students are asked to reflect on the entire assignment to include the addressing of one's own assumptions, expectations, and biases of their own career narrative.
- Papers should be in APA format.
- Rubric provided on Canvas

5. Career Program Development & Advocacy Poster Presentation

Canvas | 130 Points Total | Due Week 9

- Students will identify the career-related needs of a specific population within Nebraska or surrounding states. Students will design a Career Counseling program which supports the

- needs of this population and facilitates career development. Students may choose to work individually or as a dyad. Students will present on:
- The career-related needs of the selected population
 - Rationale for Career Counseling services based on a minimum of 5 Counseling-related scholarly articles
 - A thorough description of the student-designed Career Program that supports the population's needs and is based upon current literature. Students should be able to explicitly justify how this program can be provided by counselors.
- Each presentation should 25-30 minutes and should allow time for class discussion. Each presentation must include a handout, including references, to be used a resource guide for your peers. Students are encouraged to incorporate feedback from peers and instructor to submit as a poster proposal to either NCA, NCDA, or ACA.
 - Rubric provided on Canvas

Critical Learning Analysis (CLA)

Canvas | Complete/Incomplete | Due Week 9

Students are required to complete and submit a CLA to Canvas. This assignment must be submitted in order to receive a final grade for the course.

Evaluation Criteria

Grading

The final grade will be based on the following criteria:

Career Autobiography	50 points
Online Weekly Quizzes	10 pts each/70 pts total
Presentation on Diverse Population	50 points
Generational Career Interview Paper	180 points
Career Program Development & Advocacy Poster Presentation	130 points
Critical Learning Analysis	Complete/Incomplete
Total Possible Points	480 Points Possible

Grading Scale

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Tentative Course Schedule

Week/ Date	Topic	Required Readings	Weekly Assignments
1	<ul style="list-style-type: none"> • Introduction to Career Counseling • Current Trends in Labor Market • History of Career Counseling • Ethical Issues in Career Counseling 	Chapters 1 & 15 Herr (2001) Pope (2000)	Review BLS information linked in Canvas- be prepared to discuss information in class
2	<ul style="list-style-type: none"> • Career Theory: Holland • Career Theory: Trait and Factor • Career Theory: Super • Career-in-Culture Interview 	Chapter 2 Gottfredson & Lapan (1997) Cochran, Wang, Stevenson, Johnson, & Crews (2009)	Quiz 1
3	<ul style="list-style-type: none"> • Career Theory: SCCT • Career Theory: Happenstance 	Chapter 3 Bright & Pryor (2005) Schlesinger & Daley (2016) Massaglia & Papenfuss	Quiz 2 Career Autobiography
4	<ul style="list-style-type: none"> • Career Theory: Career Construction 	Chapter 3	Quiz 3
5	<ul style="list-style-type: none"> • Career Counseling Assessments • Values Sort • Career Counseling Strategies 	Chapter 5 & 8	Quiz 4
6	<ul style="list-style-type: none"> • Diversity Presentations • Providing Culturally Competent Career Counseling 	Chapter 4	Quiz 5 Diversity Presentation

	<ul style="list-style-type: none"> Resumes and Cover Letters 		
7	<ul style="list-style-type: none"> Career Counseling in Various Settings Current Events 	Chapter 10- 14	Quiz 6
8	<ul style="list-style-type: none"> Decision Making and Action Plans Designing, Implementing, and Evaluating Career Programs Client Evaluation Complete IDEA Surveys 	Chapter 6 & 9	Quiz 7 Generational Career Interview Paper Complete IDEA Surveys
9	<ul style="list-style-type: none"> Program Planning and Advocacy 		Career Program Development and Advocacy Poster Presentation CLA

Classroom Policies & Expectations

1. **Classroom Behavior:** Students are expected to engage in respectful and professional behavior in the classroom. This includes engaging in course content and discussion, contributing to a collaborative environment, and being on time and prepared for class.
2. **Late Assignments:** Students will receive a **5% deduction per day** for all late assignments, excluding Online Weekly Quizzes. No late/partial credit will be provided for Weekly Quizzes. The instructor will not be available to help with technological issues the day of class. Any in-class assignment must be completed on the day that you have chosen. Due to the time frame given for each class, moving activities would become overly difficult and affect the learning of other students. Therefore, in-class activities must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.
3. **Use of Technology:** Any use of computers or phones should be for classroom use only. Should you need to make a call/text please quietly leave the classroom.
4. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others' work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work will, at minimum, be given a zero for that assignment and possibly reported to Academic Integrity. Unicheck is utilized to check for plagiarism on academic papers submitted to Canvas. Failure

of the course, academic program remediation, and/or dismissal from the MAC program are also potential consequences for plagiarism.

- 5. Email:** Students should expect to communicate with the instructor through the official Doane University email system.

Course Declarations

LiveText/Canvas Usage: Canvas will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the COE Graduate Programs Division Chair regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Title IX Mandatory Reporting

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University’s Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at doane.edu/cape-project

Academic Integrity

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

Accommodations

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

Military Friendliness Academic Policy

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog.

Catalogs and Calendars

Doane catalogs, calendars, and student handbooks are available at this website: <https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

Doane Library

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email(library@doane.edu).

Changes in Syllabus

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

Doane University
Master of Arts in Counseling Program

Statement of Understanding: COU 662 Syllabus

I _____ have fully read and understand the syllabus for COU 662 taught by Dr. Arden Szepe during the Spring 2022 term. By signing this form, I acknowledge that the following statements are true:

- I understand that I have access to the current version of the syllabus both electronically (Canvas) and paper (via request to Dr. Szepe) at all times during the term.
- I acknowledge that Dr. Szepe has verbally gone over the syllabus in class and has offered time in class to address any questions or concerns.
- I understand each of the course assignments, requirements, due dates, and consequences.
- I understand that I may email, call, or schedule a meeting with Dr. Szepe during MAC office hours to discuss the syllabus. I know that I may find contact information on the syllabus.
- I understand that it is my responsibility to reach out to Dr. Szepe if I do not understand any of the requirements or expectations in this course.

MAC Student Signature

Date