

Summer 2020

CE 625 Syllabus: Career Development and Appraisal

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Winona State University Counselor Education Department CE 625: Career Development & Appraisal Semester Hours: 3		
Course Location	Online with Zoom meetings on the following dates from 5-8pm: Tuesdays, June 2, 9, 16, 23, 30. Additional course learning requirements will be assigned and submitted online in WSU's D2L/Brightspace platform between June 2 and July 31, 2020.	
Instructor	Mary Fawcett, Ph.D.	
Instructor Phone & E-Mail	mfawcett@winona.edu 507.457.5338 NOTE: Please allow up to 24-48 hours for me to respond to your email correspondence	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	351 Helble Hall, Winona Campus	
Instructor Office Hours:	Virtual (Zoom): by appointment	

I. COURSE DESCRIPTION

This course provides students with the basic theories, counseling techniques, and assessment tools used in career counseling. Through applied learning experiences, students will be able to complete a comprehensive career assessment and plan. Grade only.

II. COURSE PREREQUISITES

- Good standing with WSU/College/CED, and/or accepted into CED program or permission to take course.

III. COURSE OBJECTIVES

The purpose of this course is to introduce students to career counseling as it relates to their future work as counselors in the school and community settings. Upon completion of this course, students will be able to:

1. Understand career counseling theory and identify the relevance of theories in relation to professional counseling;
2. Identify a variety of tools to assist clients in their growth;
3. Demonstrate their competence in utilizing tools;
4. Understand the necessity for different approaches based on the diverse needs of clients;
5. Demonstrate their knowledge of career counseling and theories through supervised application.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

- Ehrenreich, B. (2001). *Nickel and Dimed: On (not) getting by in America*. ISBN#9780312626686
- Zunker, V. G. (2016). *Career counseling: A holistic approach (9th ed.)*. Boston, MA: Cengage Learning. ISBN#9781305087286
- Optional Text: American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author. ISBN: 9781433805615
- Additional materials and resources posted on the related course D2L page.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 625 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION				
	Welfare Reform Discussion	Topic Research Paper	Auto Paper & Assess	Final Exam	Career Services Office Visit Report
4. CAREER DEVELOPMENT					
4a. Theories and models of career development, counseling, and decision making.		X	X	X	
4b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.	X	X			
4c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.					X
4d. Approaches for assessing the conditions of the work environment on clients' life experiences.	X	X	X	X	X
4e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.			X	X	
4f. Strategies for career development program planning, organization, implementation, administration, and evaluation.		X		X	
4g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.	X	X		X	
4h. Strategies for facilitating client skill development for career, educational, and life-work planning and management.				X	X
4i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.			X		
4j. Ethical and culturally relevant strategies for addressing career development.	X	X		X	
7. ASSESSMENT AND TESTING					
7j. Use of environmental assessments and systematic behavioral observations.					

2016 CACREP STANDARDS	LOCATION OF EVALUATION
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SCHOOL COUNSELING	Welfare Reform Discuss	Topic Research Paper	Auto Paper & Assess	Final Exam	Career Services Office Visit Report
1. FOUNDATIONS					
1a. History and development of school counseling.		X		X	
1c. Models of P-12 comprehensive career development.				X	
1e. Assessments specific to P-12 education.			X	X	
2. CONTEXTUAL DIMENSIONS					
2c. School counselor roles in relation to college and career readiness.				X	
3. PRACTICE					
3e. Use of developmentally appropriate career counseling interventions and assessments.			X	X	
3g. Strategies to facilitate school and postsecondary transitions.				X	X
3j. Interventions to promote college and career readiness.				X	X
3k. Strategies to promote equity in student achievement and college access.				X	X

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- Add examples relevant to the course; be specific and brief

VII. COURSE EVALUATION METHODS

- Add rows as needed
- Link assignments to course objectives outlined in section III above
- Link assignments to CACREP standards outlined in section V. above

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
2, 4	Welfare Reform Discussion	4b, 4d, 4g, 4j	June 23, 11:59pm	20%
2, 4, 5	Topic Research Paper	4a,4b,4d,4f,4g,4j, 1a	July 13, 11:59pm	20%
1- 4,	Autobiographical Paper on Individual Career Assessments	4a, 4d, 4e, 4i, 1e, 3e	June 30, 11:59pm	20%
1, 2, 4, 5	Final Exam	4a,4b,4d,4g,4j, 1a, 1c, 1e, 2c, 3e	August 4, 5-7pm	30%
2, 4	Career Services Office Report	4c, 4d, 4h	July 31,11:59pm	10%
				100%

Optional Discussion Board Assignment

1-4	Mindset Stress Perceptions Discussion Board	4b,4d,4f	July 31, 11:59pm	5 points
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A. Description of Assignments and Grading

1. Welfare Reform Discussion

Read Ehrenreich’s book, watch one of the suggested movies below and research the current state of welfare reform. Develop one post about welfare reform. Discussion about diversity and multicultural concerns should be an emphasis. Posts should include a citation in 6th or 7th edition APA style (in-text citation and reference at end of post) with at least 3 citations/references. Post should be at least 400 words. Responses to others’ posts with no citations are encouraged but will not be counted toward your grade.

Book

Nickeled and Dimed: On Not Getting By in America

Movies

- John Q
- White Man’s Burden
- Geronimo
- North Country
- Freedom Writers

Pursuit of Happiness

<i>Grade Possible</i>	<i>Description</i>
93-100	-deadline met -at least three reference in every post -minimum of 400 words -complex thinking skills exceptionally utilized -clear and concise organization of discussion -strong writing and structure
86-92	-post 1 day late -at least three reference in every post -minimum of 400 words -complex thinking skills strongly utilized -clear and concise organization of discussion -good writing and structure
79-85	-post 2 days late -fewer than three reference in every post -fewer than 400 words -complex thinking skills adequately utilized -no clear and concise organization of discussion -adequate writing and structure
78 or fewer	-post more than 2 days late -fewer than three reference in every post -fewer than 400 words -complex thinking skills weakly utilized -no clear and concise organization of discussion -weak writing and structure

2. Autobiographical Paper on Individual Career Assessments

Each student will complete three career related assessment tools (SDS, MBTI, and the Kuder) and learn how to score and interpret these assessments. In your paper, you will discuss your assessment findings and related personal reactions to the use of these assessments for career planning in your life. Strengths of

the discussion will be based on the application and critique of assessments as they relate to the student's personal and career history. Paper should be a minimum of three pages. No APA references are necessary.

<i>Grade Possible</i>	<i>Description</i>
93-100	-assignment turned in on time -all assessments interpreted correctly -well-developed narrative paragraphs -excellent writing
86-92	-assignment turned in 1 day late -all assessments interpreted mostly correctly -adequately-developed narrative paragraphs -strong writing
79-85	-assignment turned in 2 days late -all assessments interpreted somewhat correctly -poorly developed narrative paragraphs -adequate writing
78 or fewer	-assignment turned in more than 2 days late -all assessments interpreted incorrectly -poorly-developed narrative paragraphs -poor writing

3. Topic Research Paper

Students will write a research paper on a chosen career development topic from the list below). APA style (6th or 7th edition) is required (title page, headers, abstract, introduction, discussion, summary, references). Minimum requirement: 8 pages, 6 references. **Requirements of the paper include:**

- definitions
- integration of multicultural discussion and diversity/social justice issues
- current trends and important related topics
- reasons a school counselor or clinical mental health counselor would need to be aware of this topic in their practice
- and student's expectation of using this information in their own professional practice

Topic Options (students must select a topic from this list or obtain special permission for an alternate topic):

Workforce Centers, Non-traditional careers for men, Unemployment Issues, Non-traditional careers for women, Non-traditional careers for men, Considerations for career planning with African Americans, Considerations for career planning with Asian Americans, Considerations for career planning with Native Americans, Considerations for career planning with Latin Americans, Career/vocational issues for undocumented Latino/a immigrants, Dual career couple issues, Career counseling with gifted and talented k-12 students, Career counseling with special education k-12 students, Retirement Counseling, Career counseling options for convicted felons, Career development and people with disabilities, Considerations for career counseling with LGBTQ folks, PSEO Programs, Career Counseling Undecided College Students.

Grading Rubric for Topic Research Paper

<i>Grade Possible</i>	<i>Description</i>
93-100	-assignment turned in on time -all aspects of assignment addressed and discussed -complex thinking skills utilized -excellent writing, grammar and spelling -perfect APA format
86-92 points	-assignment turned in 1 day late -most aspects of assignment addressed and discussed -complex skills weakly utilized -strong writing, grammar and spelling -mostly correct APA format
79-85 points	-assignment turned in 2 days late -aspects of assignment addressed poorly -complex skills weakly utilized -adequate writing, grammar and spelling -mostly correct APA format
78 or fewer	-assignment turned in more than 2 days late -aspects of assignment addressed not at all -complex skills weakly utilized -poor writing, grammar and spelling -incorrect APA format

4. Final Exam

The final exam will be delivered on D2L. This is not an open-book exam and using resources is not allowed. There will be 60 questions covering all readings for the course

and each question is worth .5 points.

5. Career Services Visit Report

This assignment is for students to explore resources at the WSU Career Services office. Students will make appointments with one of staff at Career Services. The report should be 2 pages of descriptions of services available to you as a graduate student in the CED. Discussion of resources include career assessments, job search resources, interviewing skill building, resume resources, and multicultural aspects of how Career Services serves you and your diverse needs.

Please contact one of the following career counselors to make an appointment:
Amy Meyer, Charlie Opatz, Trent Dernbach, Deanna Goddard

Career Services Winona

314 Maxwell Hall
PO box 5838
Winona, MN 55987
507.457.5878
career@winona.edu

NOTE: PLEASE SCHEDULE YOUR APPOINTMENTS BETWEEN JUNE 2-JULY 15. DO NOT WAIT UNTIL THE LAST MINUTE TO SCHEDULE YOUR APPOINTMENT OR YOU MAY NOT GET ONE SCHEDULED.

<i>Grade Possible</i>	<i>Description</i>
93-100	-assignment turned in on time -all aspects of assignment addressed and discussed -complex thinking skills utilized -excellent writing, grammar and spelling
86-92 points	-assignment turned in 1 day late -most aspects of assignment addressed and discussed -complex skills weakly utilized -strong writing, grammar and spelling
79-85 points	-assignment turned in 2 days late -aspects of assignment addressed poorly -complex skills weakly utilized -adequate writing, grammar and spelling
78 or fewer	-assignment turned in more than 2 days late -aspects of assignment addressed not at all -complex skills weakly utilized -poor writing, grammar and spelling

6. Optional Mindset Stress Perceptions Discussion Board

Kelly McGonigal, Ted Talk (watch):

<https://www.youtube.com/watch?v=RcGyVTAoXEU&t=10s>

Emphasized within this Ted Talk:

- confidence level in dealing with stress (courage and trusting yourself to face life challenges)
- probability you will reach out to someone who can support you when you need help
- making meaning of hard/stressful times

Post on the Discussion Board 300 words about your reaction to this Ted Talk and research, discuss new ideas you have about embracing stress in your work and personal lives, and create one measurable and realistic goal you will set for yourself (a stress management or self-care goal) to implement in the next few weeks that relates to your new ideas about enjoying the upside of stress.

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at:

<http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later

than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):
 RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
 UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

C. NETIQUETTE GUIDELINES

Taking an online course and corresponding via the World Wide Web presents communicators with the task of overcoming the lack of non-verbals in communication. When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and their instructors.

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
2. **Keep writing to a point and stay on topic.** Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Also, do not introduce new topics; it may just confuse the readers.
3. **Read first, write later.** It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.
4. **Review, review, then send.** There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
5. **An online classroom is still a classroom.** Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors is as important as ever.
6. **The language of the Internet.** Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :- (), but avoid overusing them.
7. **Consider the privacy of others'.** Ask permission prior to giving out a classmate's email address or other information.
8. **If possible, keep attachments small.** If it is necessary to send pictures, change the size to an acceptable 100k.
9. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

D. NETIQUETTE FOR ZOOM

- Make sure you have a camera so that you can be seen through video if possible.
- Be aware of what is behind you and any sounds in the area. Having a quiet space is useful and muting yourself when you are not talking helps.
- If there is a limit to how much you can limit the noise, use earbuds. It may help to keep yourself on mute unless speaking. **Also this is extremely important when you are discussing cases in your practicum and internship classes. It is a HIPPA violation that your family members can hear case processing as well as FERPA violation that your family members can see who are in the class.**
- **All participants should dress appropriately, as you would for class or as a professional counselor, including sitting in an upright position (i.e., not laying on a bed or couch).**
- Use the chat box for comments and raise your hand (i.e., your actual hand or zoom hand) for questions that involve discussion with the entire class.
- Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.
- Close all the tabs that you are not using or you are more likely to experience lags and cannot hear the class.
- If you still experience severe lags, turn off your camera, which may help.
- **Although you are at home, let your family know that you are "in class"** and request that they not disturb you during that time. **In fact, you are in class.**
- Help other classmates if they are having difficulty with their technology.

IX. COURSE SCHEDULE

DATE	Topic	CACREP Standards Core/CMHC/ School	Content	Activities & Assignments
June 2 Zoom Meeting	Intros, syllabus, career appreciation, Career Theories, Career Models	4d, 4g	Zunker, Chapters 2, 3 and 4	Lecture and Discussion
June 9 Zoom Meeting	Career Assessments I	4d, 4e, 4i, 1e	Zunker, Chapter 6, Strong, MBTI and SDS	Lecture and Discussion
June 16 Zoom Meeting	Career Counseling using Assessments II	4b,4d,4f	Zunker, Chapter 5	Lecture and Practice
June 23 Zoom Meeting	Counseling Special Populations	4b, 4d, 4g, 4j	Zunker, Chapters 9, 10, 11, 12	Lecture and Discussion Due: Welfare Reform Discussion, June 23, 11:59pm
June 30 Zoom Meeting	NDCA, Ethical Guidelines, Designing and Implementing Career Development Programs (Fawcett lecture)	4a, 4d, 4e, 4i, 1e, 3e	Zunker, Chapter 8	Lecture and Discussion Due Autobiographical Paper, June 30, 11:59pm
Week of July 6	Impact of Technology	4a, 4d, 1a, 1c, 1e, 2c, 3e	Zunker, Chapter 7	Reading on your own
Week of July 13	Job Loss and Transitions, Career Development of Adults	4a,4b,4d,4f,4g,4j, 1a	Zunker, Chapters 13 and 14	Reading on your own Due: Topic Research Paper, July 13, 11:59pm
Week of July 20	Career Counseling in Schools	1a, 1c, 1e, 2c, 3e	Zunker, Chapters 15, 16 and 17	Reading on your own
Week of July 27	Bonus Assignment (optional) Career Services Office Report	4c, 4d, 4h	Ted Talk	Due: Optional Discussion Board Post, July 31, 11:59pm Career Services Office Report, July 31, 11:59pm
August 4	Final Exam via D2L	4a,4b,4d,4g,4j, 1a, 1c, 1e, 2c, 3e	Course Readings	

X. Netiquette Guidelines

- a) Be respectful when engaging in all correspondences to the instructor and peers. This includes emails, discussion board posts, etc. Start with an appropriate greeting to the individual and be mindful of using appropriate writing skills. Keep writing to the point, review before sending, and do not include offensive language or technology slang (i.e., LOL, etc.).
- b) When submitting a document in the Dropbox section of D2L, please include your last name and the specific assignment you completed. For example, Iverson_Reflection_Paper_1
- c) Please include the citation in APA format for all references of course materials in your discussion posts, papers, etc. For example: Corey (2013) reported...
- d) Email is the best form of communication to reach me. Please allow up to 24-48 hours for me to respond to your email.
- e) Be respectful of others in the online environment. There isn't necessarily always a "right" answer. We can agree to disagree on certain topics. It is important for each class member to feel open to taking risks, having their view heard, providing constructive and growth-producing feedback, and be open to others' feedback. Context may be lost without the vocal tone of the writer so be as concise and accurate in your point as possible.
- f) Check the D2L course site newsfeed and WSU email at least once daily for any course updates or correspondences. Use the D2L Discussion forum to post course related questions.
- g) Be prepared to work at least two times per week on course content and assignments. You cannot complete all of the week's assignments in one sitting and just before the due date and time.
- h) You should plan to receive feedback and a grade of an assignment approximately 7-10 days from the instructor after the deadline of the assignment.
- i) Consider the privacy of others, even in an online classroom. Do not share discussions or emails from classmates with others outside of the class. Do not have others or friends in the same room when we may be meeting as a class in an online environment (i.e., Zoom).

3. Professional Expectations: Professional expectations include open-mindedness, respectful interactions, responsibility and respect among others. Professionalism is an expectation of this program. The following dispositional expectations will help you embody professionalism:

- a) Be prepared for class by reading the assigned material is part of your professional preparation.
- b) This work prepares you by providing you with the knowledge you need to confidently face concerns typical in the counseling field, and strengthens your stamina for the workload required of effective counselors.
- e) Work out conflicts, disagreements or issues in a respectful, solution-focused way. Professional conduct is a requirement in the counseling field, and therefore, it is expected in this course. Students are expected to ensure the classroom is a safe and respectful environment for all students.

- f) Communicate with the instructor if you are having difficulty with any aspect of this course, including meeting the aforementioned expectations. Sometimes, alternate arrangements can be worked out regarding assignment due dates. *This is for emergency situations only.*
- g) Attendance is expected. If you make a professional decision to miss class for any reason, please email the instructor as soon as possible.
- h) Participate actively in class discussions and activities. Effective class participation includes respectful, and non-dominating involvement in class discussions, showing initiative and investment in classroom activities, coming to each class prepared to ask questions and share ideas, and engaging in reflective discussion of course readings.
- i) In class, be sure to respond to members' discussions. These should not be responses that are evaluative (e.g., great job); rather, try to use microskills and/or group leadership skills (e.g., questioning, reflection, clarifying, linking, supporting, blocking, etc.).