

Summer 2014

CE 625 Syllabus: Career Development and Appraisal

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**Winona State University
College of Education
Counselor Education Department
Career Development and Appraisal
Summer, 2014
CE 625
Hybrid Format
Class Meetings: 1/25, 2/22, 3/22 (inclement weather date is 3/29)
HS 136, WSU Rochester campus
10am-4pm**

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Purpose:

The purpose of this course is to introduce students to career counseling as it relates to the work of counselors in school and community counseling settings.

CACREP Guidelines and Course Objectives

-studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, vocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

Content Delivery:

Lecture, large and small group discussion, supervised practical application, D2L assignments

Texts:

For everyone

Ehrenreich, B. (2002). *Nickel and Dimed: On (not) getting by in America*.

Evans, K. (2008). *Gaining Cultural Competence in Career Counseling*.

Peterson, N. & González, R. (1999). *Career counseling models for diverse populations: Hands-on applications for practitioners*.

For school students

Herring, R. D. (1998). *Career counseling in schools: Multicultural and developmental perspectives*.

For community students

Zunker, V. G. (2001). *Career counseling: Applied concepts of life planning*.

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.

STUDENTS WITH DISABILITIES NOTICE

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.

Course Requirements:

Attendance at all classes are required to pass this course

Welfare Reform Discussion on D2L	15%	
Autobiographical Outline and Assessments (Self-Directed Search, Myers-Briggs Type Indicator Strong Inventory)	15%	
Topic Research Paper/Presentation	20%	(10% each)
Reading Summaries	20%	
Marketing Resources Presentations	10%	
Diverse Populations Texts Exam: April 23, 6-9pm	20%	

GRADE SCALE

100-93:	A
92-86:	B
85-79:	C
78-72:	D

Assignment Requirements

Welfare Reform Discussion DUE DATES FOR EACH POST: February 10, March 3 (midnight)

Read Ehrenreich’s book, watch one of the suggested movies below and research the current state of welfare reform. You should have a minimum of two posts about welfare reform. Discussion about diversity and multicultural concerns should be in all posts on D2L. Each and every post should include a citation in APA style (in-text citation and reference at end of post). Brief 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 Happyness

<i>Grade Possible</i>	<i>Description</i>
78 or fewer	-posts completed within a week -few or no citations -fewer than four responses to other students' posts -lack of complex thinking skills utilized -no organization to discussion
79-85	-posts completed within 5 days -at least one reference in every post -at least 4 posts -complex thinking skills utilized -clear and concise organization of discussion
86-92	-posts completed within 2 days of deadline -at least one reference in every post -at least 4 posts -complex thinking skills utilized -clear and concise organization of discussion
93-100	-deadlines met -at least one reference in every post -at least 4 posts -complex thinking skills utilized -clear and concise organization of discussion

Autobiographical Outline and Individual Assessment DUE DATE: March 17 (midnight)

Each student will complete three career related assessment tools (SDS, MBTI, and the Kuder). Specific instructions for testing will be provided in class on March 9th. You will discuss your findings in your autobiographical outline. See format on D2L under Content (Autobiographical Outline and Individual Assessment). Strength of paper will be based on 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>
78 or fewer	-assignment turned in within 10 days of the deadline -all format elements included -poorly-developed narrative paragraphs -poor writing
79-85	-assignment turned in within a week of the deadline -all format elements included -poorly developed narrative paragraphs -excellent writing

86-92	-assignment turned in on time -all format elements included -adequately-developed narrative paragraphs -excellent writing
93-100	-assignment turned in on time -all format elements included -well-developed narrative paragraphs -excellent writing

Topic Research Paper/Video Presentation DUE DATE: April 1 (midnight)

Each student will be assigned and write a research paper on a career development topic. A model paper is posted on D2L under “Content”. APA style is required (title page, headers, abstract, introduction, discussion, summary, references). Minimum requirement: 8 pages. An accompanying 5-10 minute presentation will be downloaded and include the following: definitions and brief summary of discussion, current issues and recommendations/resources for counselors. Students should review Appendix B: Principles of Good Public Speaking, dress professionally, use formal speech guidelines and address your audience as though you are providing information to a group of peers in a career development class.

Instructions for uploading video to the YouTube:

(General help page: <http://www.youtube.com/watch?v=9w-gQAwS2uc>)

1. create a YouTube account
2. Click the drop arrow under your username on the top right corner
3. Click channel
4. Create channel
5. Upload video from your desktop, iMovie, or Movie Maker. Movie Maker will force you to fill out all of the fields (i.e. title, description, and tags) before it will allow you to upload. The Broadcasting and Sharing Options is an important step to talk about here. You will need to set this to the “Unlisted” setting so that you can share them on your WordPress site and have the connections to your video work correctly.

Grading Rubric for Topic Research Paper

<i>Grade Possible</i>	<i>Description</i>
78 or fewer	-assignment turned in a week late -aspects of assignment addressed poorly or not at all -no organization of discussion -incorrect APA format; poor organization
79-85 points	-assignment turned in a week late -aspects of assignment addressed poorly -adequate organization of discussion -mostly correct APA format; strong organization
86-92 points	-assignment turned in on time -most aspects of assignment addressed and discussed -complex skills utilized -adequate organization of discussion -mostly correct APA format; excellent organization
93-100	-assignment turned in on time -all aspects of assignment addressed and discussed -complex thinking skills utilized -clear and concise organization of discussion -perfect APA format on paper; outstanding organization

Grading Rubric for Topic Research Presentation

<i>Grade Possible</i>	<i>Description</i>
78-72	Presentation is well organized (see Principles of Good Speaking in Appendix B) and lasts less than 3 minutes, most elements of assignment are not included, speaker is neither calm nor relaxed, reads most or entire presentation, assignment turned in more than 4 days late.
85-79	Presentation is well organized (see Principles of Good Speaking in Appendix B) and lasts 3-4 minutes, some elements of assignment are included, speaker is neither calm nor relaxed, refers to notes minimally, assignment turned in 1-4 days late.
92-86	Presentation is well organized (see Principles of Good Speaking in Appendix B) and lasts 4-5 minutes, most elements of assignment are included, speaker is calm and relaxed, refers to notes minimally, assignment turned in on time.
100-93	Presentation is well organized (see Principles of Good Speaking in Appendix B) and lasts 5 minutes, all elements of assignment are included, speaker is calm and relaxed, refers to notes minimally, assignment turned in on time.

Reading Summaries DUE DATE: April 30 (midnight)

Each assignment below is to be completed by writing a 1-page summary of assigned reading related as it relates to your future work as a counselor. Include diversity discussion when relevant. APA not required.

Readings

CAREER DEV GUIDELINES: Career Development Guidelines on D2L (<i>both community and school students</i>)
ZUNKER AND HERRING I: Zunker Chapter 2 & 3 (<i>community students</i>) Herring Chapter 2 (<i>school students</i>)
ZUNKER AND HERRING II: Zunker Chapter 15 & 16 (<i>community students</i>) Herring Chapter 6 (<i>school students</i>)
ZUNKER AND HERRING III: Zunker Chapter 18 (<i>community students</i>) Herring Chapter 7 (<i>school students</i>)
ZUNKER AND HERRING IV: Zunker Chapter 19 (<i>community students</i>) Herring Chapter 9 (<i>school students</i>)
ZUNKER AND HERRING V: Zunker Chapter 17 (<i>community students</i>) Herring Chapter 10 (<i>school students</i>)

Grading Rubric for Reading Summaries

<i>Grade Possible</i>	<i>Description</i>
78 or fewer	-assignment turned in a week or more after the deadline -all assignment criteria addressed (how content applies to your future work; multicultural considerations) -well-developed paragraphs -poor writing

79-85	-assignment turned in within a week of the deadline -all assignment criteria addressed (how content applies to your future work; multicultural considerations) -well-developed paragraphs -adequate writing
86-92	-assignment turned in within 3 days of due date -all assignment criteria addressed (how content applies to your future work; multicultural considerations) -well-developed paragraphs -adequate writing
93-100	-assignment turned in on time -all assignment criteria addressed (how content applies to your future work; multicultural considerations) -well-developed paragraphs -excellent writing

Marketing Resources Presentations, Due Date March 22

Students will be assigned to a research group to explore the current practices of:

Resume, cover letter, thank you notes

e-folio

Linkedin presentations

Minnesota Works (www.minnesotaworks.net)

Social Media

This assignment is designed to introduce and update students on these current career development resources. Ten-minute presentations should include the following: definitions, pros and cons, examples and resources (“how-to”). PowerPoint presentations should be utilized and all members of the group will serve as presenters. Students should review Appendix B: Principles of Good Public Speaking, (dressing professionally is not required for the class presentation), use formal speech guidelines and address your audience as though you are providing information to a group of peers in a career development class.

Grading Rubric for Resume/E-folio/LinkedIn Presentation

<i>Grade Possible</i>	<i>Description</i>
78-72	Presentation is well organized (see Principles of Good Speaking in Appendix B) and lasts less than 8 minutes, most elements of assignment are not included, speakers are neither calm nor relaxed, assignment turned in more than 4 days late.
85-79	Presentation is well organized (see Principles of Good Speaking in Appendix B) and lasts 8 minutes, some elements of assignment are included, speakers are neither calm nor relaxed, assignment turned in 1-4 days late.
92-86	Presentation is well organized (see Principles of Good Speaking in Appendix B) and lasts 9 minutes, most elements of assignment are included, speakers are calm and relaxed, assignment turned in on time.
100-93	Presentation is well organized (see Principles of Good Speaking in Appendix B) and lasts 10 minutes, all elements of assignment are included, speakers are calm and relaxed, assignment turned in on time.

Diverse Populations Texts Exam: April 23, 6-9pm

This multiple-choice exam is delivered via D2L on April 23, from 6-9pm. Students will have 3 hours to complete 30 questions for this open-book exam (one question per chapter) on the following texts:

Evans, K. (2008). *Gaining Cultural Competence in Career Counseling*.
Peterson, N. & González, R. (1999). *Career counseling models for diverse populations: Hands-on applications for practitioners*.

Students are NOT allowed to utilize notes, peers or other resources/texts while taking this exam.

Inclusive Excellence

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, 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.

APPENDIX A: STUDENT NOTICES

Confidentiality Notice:

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, etc.

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 items that make any noise.

Recording Policy:

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, have the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Class Visitor Policy

Due to the clinical nature of this course, visitors of any age are not allowed.

Campus Resources:

- Student Support Services, Howell Hall 133, 457-5465
(<http://www.winona.edu/studentssupportservices/>)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595
(<http://www.winona.edu/culturaldiversity/>)

- Disability Resource Center, Howell Hall 136, 457-2391 (<http://www.winona.edu/disabilityservices/>)
- Counseling Center, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Writing Center, Minné Hall 348, 457-5505 (<http://www.winona.edu/writingcenter/>)
- GLBTA Advocate, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Advising and Retention, Phelps 129, 457-5600 (<http://www.winona.edu/advising/>)

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are Student Support Services and the Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. Student Support Services is in Krueger Library 219, and they can be reached at 457-5465. The Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.
- If you have a disability, the Disability Services office can document it for your professors and facilitate accommodation. Their office is in Maxwell Hall, 3rd floor, and they can be reached at 457-2391. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to visit Disability Services as soon as possible.
- College can be very stressful. The Counseling Center is there to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. Their office is located in Wabasha Hall 220, and they can be reached at 457-5330.
- For help with writing and the development of papers, the English department has a Writing Center available to students and staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
- For help with understanding math concepts and solving problems, the Math Achievement Center (MAC) is staffed with friendly undergraduate tutors who will help you work through difficult material. The MAC is located in Gildemeister 135 and provides free tutoring for all students in math, stat, or math education courses. The center is open 10am-3pm Monday through Friday, and 5pm-7pm Monday through Thursday.
- The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources on campus and in Winona.
* Contact the Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 457-5330).

APPENDIX B: PRINCIPLES OF GOOD PUBLIC SPEAKING

Appendix B

Principles of Good Public Speaking
Applied to Career Topic Research Presentation
CE 625: Career Development and Appraisal

- I. Introduction
 - a. Name
 - b. Topic of Career Topic Research
 - c. Preview of presentation key points (3-4 items)
- II. Body
 - a. Should have transitions
 - b. Definitions related to career development topic, brief summary of discussion, current issues and recommendations/resources for counselors.
- III. Conclusion
 - a. Should let the audience know you're ending – can be subtle or overt
 - b. Review key points
 - c. Should provide a memorable closer
- IV. Language and delivery
 - a. Should use language skills to make presentation more interesting (i.e., word choices using alliteration, metaphor, assonance, etc.)
 - b. Should have good eye contact
 - c. Should use appropriate gestures
 - d. Should avoid a stiff body
 - e. Should use vocal variety and avoid fillers like “um,” “y’know,” “ah,” and “like”
 - f. Should NOT READ YOUR PRESENTATION

Originally created by Tammy Swenson Lepper, Ph.D. and adapted for this assignment by Mary Fawcett, Ph.D.

APPENDIX 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.