

Spring 2011

CE 625 Syllabus: Career Development and Appraisal

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**Winona State University
College of Education
Counselor Education Department
Career Development and Appraisal
Spring, 2011
CE 625**

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Office hours: Mondays and Tuesdays 11-3 and other times by appointment

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, avocational, 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. (1997). *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 both in-person classes are required to pass this course	
Welfare Reform Discussion on D2L	15%
Career counseling transcript	15%
Autobiographical Outline and Assessments (Self-Directed Search, Myers-Briggs Type Indicator Strong Inventory)	15%
Topic Research Paper	20%
Reading Summaries	10%
Final Exam	25%

GRADE SCALE

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

Assignment Requirements

Welfare Reform Discussion DUE DATE: JAN 31

Read Ehrenreich’s book, watch one of the suggested movies below and research the current state of welfare reform. Discuss welfare reform and how your understanding current and past legislation will help you in working with future clients and students. Discussion about diversity and multicultural concerns should be in at least two of your required 6 posts on D2L. Your six posts should include citations (for every post) in APA style (in-text citation and reference at end of post). Brief responses to others posts with no citations will not be counted toward your grade, however, they add to the overall discussion and are encouraged.

Book

Nickeled and Dimed: On Not Getting By in America

Movies

John Q
White Man’s Burden
Geronimo

<i>Grade Possible</i>	<i>Description</i>
78 or fewer	-posts completed within a week -fewer than 10 views of others' posts -few or no citations -fewer than five responses to other students' posts -lack of complex thinking skills utilized -no organization to discussion
79-85	-posts completed within 5 days -a minimum of 10 views of others' posts -at least one reference in every post -at least 5 posts -complex thinking skills utilized -clear and concise organization of discussion
86-92	-posts completed within 2 days of deadline -a minimum of 15 views of others' posts -at least one reference in every post -at least 6 posts -complex thinking skills utilized -clear and concise organization of discussion
93-100	-deadlines met -a minimum of 20 views of others' posts -at least one reference in every post -at least 6 posts -complex thinking skills utilized -clear and concise organization of discussion

Career Counseling Transcript DUE DATE: FEB 12

Create a fictional transcript of a career counseling session (in your future setting) using microskills (opening and closing summary; reflections of meaning, feeling, and content; open questions, immediacy, homework). Format should include: opening summary, goals of the client (i.e. make a career change in mid-life, plan for college, decide on a major), intentional work on one part of that overall goal for this session, plan for homework, and closing summary.

<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 session -unrealistic goals -no microskills utilized
79-85	-assignment turned in within a week of the deadline -all format elements included -poorly developed session -unrealistic goals -few microskills utilized well
86-92	-assignment turned in on time

	<ul style="list-style-type: none"> -all format elements included -adequately-developed session -realistic goals -most microskills listed in assignment utilized well
93-100	<ul style="list-style-type: none"> -assignment turned in on time -all format elements included -well-developed session -realistic goals -all microskills listed in assignment utilized well

Autobiographical Outline and Individual Assessment DUE DATE: APRIL 14

Each student will complete three career related assessment tools (SDS, MBTI, and the Strong). Specific instructions for testing will be provided in class. 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 3 pages. No APA references are necessary.

<i>Grade Possible</i>	<i>Description</i>
78 or fewer	<ul style="list-style-type: none"> -assignment turned in within 10 days of the deadline -all format elements included -poorly-developed narrative paragraphs -poor writing
79-85	<ul style="list-style-type: none"> -assignment turned in within a week of the deadline -all format elements included -poorly developed narrative paragraphs -excellent writing
86-92	<ul style="list-style-type: none"> -assignment turned in on time -all format elements included -adequately-developed narrative paragraphs -excellent writing
93-100	<ul style="list-style-type: none"> -assignment turned in on time -all format elements included -well-developed narrative paragraphs -excellent writing

Topic Research Paper DUE DATE: MARCH 22

Each student will be assigned and write a research paper (introduction, definitions, current issues, counseling strategies, multicultural considerations and resources for counselors) and turn it into the drop box. A model paper is posted on D2L under Content (“Job Interview Model Paper). APA style is required (title page, headers, abstract, introduction, discussion, summary, references). Minimum requirement: 12 pages.

<i>Grade Possible</i>	<i>Description</i>
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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
79-85 points	-assignment turned in a week late -aspects of assignment addressed poorly -adequate organization of discussion -mostly correct APA format
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
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

Reading Summaries DUE DATE: April 18

Each assignment below is to be completed by writing a 1-2 page summary of assigned reading related 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>)
CULTURALLY APPROPRIATE CAREER COUNSELING AND HERRING: Culturally Appropriate Career Counseling with Gay and Lesbian Clients article found at: http://findarticles.com/p/articles/mi_m0JAX/is_2_53/ai_n11829885/?tag=content:coll (<i>community students</i>) Herring Chapter 8 (<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>)

<i>Grade Possible</i>	<i>Description</i>
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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

Final Exam: May 2nd, 6pm

This multiple-choice exam is delivered via D2L on May 2nd from 6-7:30. Students will have 1.5 hours to complete 30 questions. It is NOT an open-book exam. Students are not able to consult notes, books or peers while taking this exam. This exam is on the following books:

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*.

Final Exam Study Areas	Resources
Diversity	-Evans text -Applications of Multicultural Career Counseling Competencies PowerPoint
Ethics	Ethics PowerPoint
Job Seeking Employability Skills	Job Seeking Employability Skills PowerPoint
Theory	Lecture Theory PowerPoint

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).