

COUN 656 Career Development

Instructor

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Course Description

This course will examine the ways in which counselors and other helping professionals assist people of all ages in their career development. Emphasis will be on understanding and applying theories, assessments, activities, and techniques to foster career awareness, exploration, preparation, decision-making, and transitions. Historical and emerging career theories will be covered. The intersectionality of multicultural perspectives and identities with work, family, and other life roles will be examined.

Methods of Instruction**Office Location**

Howarth 3rd floor

Reflective discussion, lectures, videos, role plays, project-based learning.

Office Hours

by appointment

Course Objectives and Relationship to Program Goals**Class Meeting Time**

Thursdays

4:00-7:00 via Zoom

Oct. 22-Dec. 18

By the end of the course, students should be able to: (1) Understand the historical aspects, and interrelationships among and between work, mental well-being, relationships, and other life roles and factors, (2) Identify and describe the basic elements of major theories and models of career development and counseling, (3) Apply theory, research, current labor market information and ethical and culturally relevant strategies to various clinical issues affecting diverse individuals and their career and personal development throughout the lifespan, (4) Identify, use, and interpret results from representative career assessment instruments. This course addresses the following program goals: To prepare counselors who a.) Engage in multiple contexts to promote the social emotional growth and development of individuals, groups, families, and organizations, and b.) Critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform and develop their own practice and to promote growth and positive change.

CACREP Standards addressed in this class

SECTION 2F4: CAREER DEVELOPMENT
a. theories and models of career development, counseling, and decision making
*b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
d. approaches for assessing the conditions of the work environment on clients' life experiences
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
f. strategies for career development program planning, organization, implementation, administration, and evaluation
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
h. strategies for facilitating client skill development for career, educational, and life-work planning and management
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
j. ethical and culturally relevant strategies for addressing career development
SECTION 5G: SCHOOL COUNSELING
1c. models of P-12 comprehensive career development
2c. models of P-12 comprehensive career development
3e. use of developmentally appropriate career counseling interventions and assessments

* = CACREP KPI (Key Performance Indicator)

Key Performance Indicators

In COUN 656, the KPI **2.F.4.b** “approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors” is assessed in the Final Exam. If you are not able to achieve “at standard” on this assessment, a plan of academic remediation will be developed between you, the course instructor, and the program director.

Requirements and Evaluation

It is expected that students take responsibility for timely completion of written work. It is the student's responsibility to ensure that material submitted electronically has been received. If you do not receive confirmation of receipt, please contact the instructor. Practice sessions, small group discussions and general participation are as important as class lectures. They provide valuable professional experience and opportunities to demonstrate awareness of the impact of one's behavior on others. Regular attendance and on-time arrival promotes optimal participation. The instructor reserves the right to consider these variables when assigning grades.

Knowledge and skills will be evaluated as indicated above and as follows:

Assignment	CACREP 2F4	Points
Class participation & engagement		10
Oral Group Presentations (Nov. 5)	b, c, d, e, f, h, i, j	10
Discussion Post (Nov. 12/14)	a, b, d, g, h, i, j	10
Special Topic article presentations (Nov. 19 & Dec.3)	b, f, g, h, i, j	10
Skills Practice assignment (recording and reflection) (Dec. 17)	a-j	30
*Final Exam (Dec. 17)	a-j	30
TOTAL:		100

* KPI for CACREP Standard 2F4b

- A 92%
- B 82%
- C 72%
- D see me

Oral Group Presentation: Students will work in groups to research career development resources on the web. Students will sign up for specific groups during the first class session. [Sign-up sheet here](#). Rubric for both presentation assignments can be found below.

Discussion Post: The discussion post provides opportunities for reflection and to demonstrate your ability to synthesize and summarize key concepts within the course. The discussion post assignment consists of creating one original post and responding to a peer's post.. Posts will be graded based on the rubric below. Include citations where appropriate; APA formatting is expected for all citations and references. Original posts are due Nov. 12; responses to peers' posts are due Nov. 14.

Discussion Post Rubric

Criterion	Below standard	Developing	At standard	Exceeds standard
Substance Explores, explains, and expands upon issue being discussed. Applies relevant course materials.	Very unclear that relevant information was understood by incorporation into postings. Does not explain relevant course concepts, theories, or materials.	Somewhat unclear that relevant information was understood by incorporation into postings. Explains relevant course concepts, theories, or materials.	Somewhat clear that relevant information was understood by incorporation into postings. Applies relevant course concepts, theories, or materials correctly, but only uses required readings from textbook in post (no additional research used).	Very clear that relevant information was understood by incorporation into postings. Analyzes course concepts, theories or materials correctly, using examples or supporting evidence from required readings and additional research.
(50%)				
Collaboration Collaborates with fellow learners, relating the discussion to course concepts	No new ideas or insight added to the discussion. No questions asked. Reiterated peer's thoughts.	Provided one new idea or item to the discussion. No additional insight. Reiterated some of peer's thoughts.	Provided a few new ideas and information to the discussion. Provided some additional insight. No questions asked.	Added several innovative ideas and information to the discussion. Provided considerable additional insight. Asked relevant questions to classmates.
(25%)				
Timeliness Submits initial posts and responses according to assignment timelines	Initial submission more than one day late. Responses to classmates do not meet posting deadline, or are not submitted.	Initial submission one day later than deadline. Responses to classmates do not meet posting deadline.	Initial submission meets posting deadline. Responses to classmates do not meet posting deadline.	Initial submission and responses meet posting deadlines.
(10%)				
Quantity Quantity of Forum contributions	No posts made.	Original posting only.	Fewer than the minimum number of required postings (original post and at least two replies, unless otherwise defined) OR posts do not meet minimum word requirements.	Minimum number of postings (original post and replies) that follow all word requirements.
(10%)				
Writing Mechanics Adherence to academic spelling and grammar conventions	Fewer than 7, but more than 5, spelling, punctuation or grammar errors.	Between 2 and 5 spelling, punctuation or grammar errors.	Fewer than 2 spelling, punctuation or grammar errors and/or errors in APA formatting.	No spelling, punctuation or grammar errors.
(5%)				

Responses to other learners should be substantive posts that contribute to the discussion by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic.

Special Topic Article Presentation: Find and read a career development/career counseling article related to a specific population (sign up for particular topics [here](#)). Prepare a 4-6 minute summary of the paper, highlighting the unique aspects of working with this population, and summarizing the article.

Oral Group & Special Topics Presentation Rubric

Responsiveness: Possible 4 points. All members of the group were engaged in covering the presentation topic, made relevant connections with course material (theories, interventions, use in treatment plan), and met time requirements. When not presenting, group members remained attentive and engaged (e.g., asked questions, added comments when appropriate) during peers' presentations.

Content Knowledge: Possible 3 points. The group covered the key points of their topic/resource, synthesizing theoretical and practical considerations from the course within their presentation.

Presentation: Possible 3 points. Presentation format and materials were appropriate for the topic. Strong use of nonverbal skills (eye contact, body language, poise). Delivery and use of audio/visual supports were effective. Presenters used a clear voice.

Skills Practice assignment: This activity is designed to 1) help familiarize you with career counseling activities and 2) develop your career counseling skills. The assignment consists of **two parts**: a recording, and a reflection. For this assignment, you will pair up with a partner, each select a different career counseling activity (assessment, interview, intervention) and **record** a 5- to 8-minute segment of your role-play session together. The recording can be made in any way that allows me (instructor) to access: Zoom recording saved then uploaded to your Google Drive, Zoom session recorded using a free tool such as Screencast-o-matic or Screencastify, etc. then posted to your Google Drive,...

After your session, debrief with your partner, then provide a brief **reflection** responding to the following questions:

1. Clearly state the name and source of your chosen career activity, and what (if any) theoretical framework(s) on which it is based.
2. How did you feel about the session overall? What is one thing you thought went well, and one thing you think you could improve when using this activity in future sessions?
3. What is one thing your partner thought went well, and one suggestion they offered for future sessions?
4. Do you see yourself using this activity in your future counseling work? Thoughts on strengths, weaknesses, or special considerations when using this particular activity with certain populations?

The reflection can be submitted as a written reflection or a Flipgrid video within Canvas (your choice).

Sign-up sheet, and activity ideas, can be found [here](#).

Skills Practice Rubric

Criteria	Below standard (0-3 points)	Developing (4-6 points)	At standard (7-8 points)	Exceeds standard (9-10 points)
Presentation quality	Video or audio problems made it very difficult to assess skills	Video or audio problems made it somewhat difficult to assess skills	Few to no video or audio problems	Video and audio were clear and of high quality
Basic counseling skills (rapport, verbal and nonverbal communication per Okun & Kantrowitz text) demonstrated	Basic counseling skills were not present in the recording.	A few basic counseling skills were demonstrated.	Several basic counseling skills clearly present and added to the effectiveness of the session.	Many basic counseling skills were clearly present and their effects during the session were evident.
Reflection	Reflection was lacking depth; did not address all parts of prompt; career concepts were not included; and/or partner feedback was not included	Reflection was basic; address some, but not all, parts of prompt; only one career aspect from class was discussed. Partner feedback included.	Reflection was fairly strong; addressed all parts of prompt; more than one career aspect was discussed in a meaningful way. Partner feedback section was additive.	Reflection was very strong; clearly addressed all parts of prompt; more than one career aspect was discussed thoughtfully and accurately. Partner feedback section was additive.

Final Exam: The final exam will demonstrate your ability to apply theoretical and practical concepts to a case study. Through a written, narrative response, you will identify key career factors, describe cultural and contextual factors, identify two or more assessments you would utilize with the client, and formulate a treatment plan. Provide a rationale for your choices for theoretical approach, assessment selection, and treatment plan. The most complete responses will blend components from multiple theoretical frameworks.

Final Exam Rubric

Criteria (and points per criterion)	Below standard (1 point)	Developing (2 points)	At standard (4-5 points)	Exceeds standard (6 points)
Key factors	Factor(s) not clearly stated.	Few factors are stated.	Some factors are clearly stated.	Many relevant career factors, crises, and/or decisions are clearly stated.
Cultural and contextual factors	Factor(s) identified but relevance is not stated or is questionable.	Few factors identified; stated relevance to client and career is minimal.	Some key factors identified; relevance to client and career is stated.	Several key factors identified; how they might impact client in relation to career is clearly stated.
Use of assessments	Only one assessment used; theoretical basis and reason for selecting may not be identified.	Assessment(s) may be of questionable worth; minimal info provided re: theoretical base and/or reason for selecting.	Assessments are fairly relevant, realistic, appropriate. Theory and reasons stated.	Assessments are relevant, realistic, and appropriate. Theoretical bas(es) identified. Reasons for selecting are clearly stated.
Treatment plan/ interventions	Plan is missing major factors. Reasons for selecting may not be stated.	Plan likely to be missing key factors. Reasons may not be clearly stated.	Fairly relevant, realistic, appropriate. Reasons for plan are stated.	Relevant, realistic, appropriate. Reasons for selecting are clearly stated.
Writing quality	Little to no clear structure. Numerous mistakes in grammar, spelling, style.	Somewhat clear structure; several mistakes in grammar, spelling, and/or style.	Fairly clear structure; minimal mistakes in grammar, spelling, style.	Clear structure; no grammar, spelling, and style issues.

Required Text

Gysbers, N., Heppner, Mary J., & Johnston, Joseph A. (2014). *Career counseling: Holism, diversity, and strengths* (4th ed.). Alexandria, Virginia: American Counseling Association.

Additional Readings and Resources

Collins Library – Counseling Subject Guide <https://research.pugetsound.edu/counseling>

Contact our Liaison Librarian, Andrea Klyn: https://research.pugetsound.edu/prf.php?account_id=25472

See Canvas for occasional additional course readings

UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

University Mission Statement

The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students’ capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

Classroom Emergency Response Guidance

Please review university emergency preparedness response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor away from doors and windows. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Student Accessibility and Accommodation

If you have a physical, psychological, medical or learning disability that may impact your coursework, please contact Peggy Perno, Director of Student Accessibility and Accommodation, 105 Howarth, 253.879.3399. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

University Diversity Statement

The university is committed to building a learning community based on a respect and appreciation for all persons.

We Acknowledge

- the richness of commonalities and differences we share as a university community.
- the intrinsic worth of all who work and study here.
- that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

- to create respect for and appreciation of all persons as a key characteristic of our campus community.
- to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
- to foster a spirit of openness to active engagement among all members of our campus community.

We Act

- to achieve an environment that welcomes and supports diversity.
- to ensure full educational opportunity for all who teach and learn here.
- to prepare effectively citizen-leaders for a pluralistic world.

Names and Pronouns

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to use pronouns appropriate to your gender. Please inform me if you want me to refer to you differently than the official record.

Student Religious Accommodations

The university provides reasonable religious accommodations for academic courses and programs, and the university policy is found at <https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodations-in-academic-courses-or-programs/>

Student Bereavement Policy

Upon approval from the Dean of Students' Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook.

Copyright and Fair Use

Course materials are subject to the copyright law of the United States (Title 17 U.S. Code). They are for educational purposes only and limited to students enrolled in the course. Further reproduction or distribution is prohibited.

Academic Integrity

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University's Academic Integrity Policy in the [University Bulletin](#), p.245.

Outline of Content and Schedule of Course Work

- Assignments listed for each week are to be read in advance of the class session.
- Instructor reserves the right to make minor adjustments to the course outline and schedule as the course advances, depending on course needs.

Week	Subject	Readings/Assignments	CACREP Standards
Week 1 Oct. 22	<ul style="list-style-type: none"> • Intro to career development • <i>Theories</i>: Trait & Factor, PxE Fit 	<ul style="list-style-type: none"> • Gysbers, ch. 1 • Gysbers, ch. 2: p. 21-25 	2F4.a, b, d, e, f, i
Week 2 Oct. 29	<ul style="list-style-type: none"> • <i>Cultural factors</i>: race and class • <i>Process</i>: working alliance • <i>Theories</i>: Holland's Theory of Vocational Personalities and Work Environments 	<ul style="list-style-type: none"> • Gysbers, ch. 3 • Gysbers, ch. 8 • Gysbers, ch. 2: p. 28-34 	2F4.d, f, g, i, j
Week 3 Nov. 5	<ul style="list-style-type: none"> • <i>Guest: Rebecca Pettit, CES: Group interpretation of Strong and MBTI</i> • <i>Cultural factors</i>: gender, pt. 1 • <i>Process</i>: Life career themes; P-12 career counseling; occupational and labor market information resources • <i>Theories</i>: Super's Life-Span, Life-Space 	<ul style="list-style-type: none"> • Gysbers, ch. 4 • Gysbers, ch. 9 • Gysbers, ch. 2: p. 25-28 • Due: Career website oral group share-outs 	2F4.c, d, f, i, j; 5G1c, 5G2c, 5G3e
Week 4 Nov. 12	<ul style="list-style-type: none"> • <i>Cultural factors</i>: gender, pt. 2 • <i>Process</i>: Life Career Assessment • <i>Theories</i>: Schlossberg's adult career development transition model; Social Cognitive Career Theory 	<ul style="list-style-type: none"> • Gysbers, ch. 5 • Gysbers, ch. 10 • Gysbers, ch. 2: p. 34-38 • Due: Discussion post 	2F4.a,b,c,d,e,g,i,j
Week 5 Nov. 19	<ul style="list-style-type: none"> • <i>Cultural factors</i>: individuals with disabilities • <i>Process</i>: occupational card sorts; career construction interviews • <i>Theories</i>: Savickas' Career Construction Theory 	<ul style="list-style-type: none"> • Gysbers, ch. 6 • Gysbers, ch. 12 • Gysbers, ch. 13 • See Canvas • Due: Special topics presentations (1st round) 	2F4.a,b,e,g,i,j

Week	Subject	Readings/Assignments	CACREP Standards
		<ul style="list-style-type: none"> • Activity: Career Construction interviews (part 1) 	
Week 6 Nov. 26	<ul style="list-style-type: none"> • No class- Thanksgiving Break 	<ul style="list-style-type: none"> • Gysbers, ch. 14 and 16 • Gysbers, ch. 11 	
Week 7 Dec. 3	<ul style="list-style-type: none"> • <i>Theories:</i> Happenstance Learning Theory; Chaos Theory of Career Development • <i>Process:</i> career construction interview (cont'd) 	<ul style="list-style-type: none"> • Gysbers, ch. 17 • Gysbers, ch. 18 • Gysbers ch. 2: p. 44-46 • See Canvas • Due: Special topics presentations (2nd round) • Activity: Career Construction interviews (part 2) 	2F4.a,b,g,i,j
Week 8 Dec. 10	<ul style="list-style-type: none"> • No class- Reading Period 		
Dec. 17	<ul style="list-style-type: none"> • FINAL EXAM due by 11:59pm 	Due: Skills Presentations (recordings and reflections)	2F4.a-j