

University of Texas at Tyler  
Department of Psychology and Counseling  
**School Counseling**  
**COUN 5335.069 Career Counseling & Assessment**  
Spring 2022  
**Asynchronous Online Course**

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### **Course Catalogue Description**

Interrelationships among lifestyle, workplace, and career planning are explored. Overview of principles and practices of guidance and counseling in schools as they relate to the curriculum, guidance services and the counseling process is taught. Techniques for assessment of career aptitudes, interests, values and personality provide an opportunity for in-depth self-study. Attention is given to career theories and techniques for facilitating career development.

### **Course Prerequisites**

None

### **Course Learning Objectives**

\*Each learning outcome will be assessed with written assignments, role play, class discussions, and participation.

#### **SLO 4.0 Career Development**

Students will demonstrate knowledge of career counseling theories and skills/strategies for implementing career counseling with diverse populations

### **Required Text**

Niles, S. G. & Harris-Bowlsbey, J.E. (2017). *Career Development Interventions* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Other required selections (e.g., journal articles) assigned by the instructor.

### **Recommended Text**

None

### **Texas School Counselor Competencies**

Competency 005: The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development. The beginning school counselor:

1. Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.
2. Applies knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).

3. Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
4. Demonstrates an understanding of theories, models, principles, and practices of career development.
5. Demonstrates knowledge of appropriate resources, including technological tools, to promote students' development of skills and knowledge in the developmental guidance curriculum.
6. Knows how to facilitate students' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals.

### **Course Policies**

#### **Attendance and Participation Policy**

This is an online course. It is expected that you will spend an average of 6+ hours working on the modules for this course each week. The course materials will be housed on Canvas. The class will consist of a collaborative learning community in which all participants share responsibility for the learning process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student. Lectures, videos, assigned readings, and online activities will provide a basis for discussion. Academic integrity is expected from each student, and plagiarism from any source will not be tolerated.

Due to the online nature of this course, it is essential that you remain acutely aware of the due dates for assignments and modules. All assignments and discussion board posts are due by 11:59 pm Saturday. I understand that this “due date” may not be ideal for everyone, but I wanted to give you the full week to complete your assignments and allow those of you who work full time to have the option to complete the assignments during the week or on the weekend. You have the personal choice to submit the assignments or complete the modules anytime throughout the week. Because of this flexibility, **late assignments or late completion of modules will not be accepted unless there are extenuating circumstances and permission is given by the instructor PRIOR to the due date.**

The instructor will do her best to attend to all questions submitted via email ([jholm@uttyler.edu](mailto:jholm@uttyler.edu)) in a timely manner but anything received after 5:00 pm on the Friday before an assignment is due may not be responded to in time. Because of this, I ask that you please be proactive in starting your assignments.

### **Course Assignments**

#### **Grading**

Active Participation in Weekly Modules	250 points
Career Theory Reflection	100 points
Career Counseling Session	200 points
Career Portfolio	350 points
<u>Final Examination</u>	<u>100 points</u>
<b>TOTAL</b>	<b>1,000 points</b>

Grades are based on the following scale:

A = 900+ points	D = 600 - 699 points
B = 800 - 899 points	F = Below 600 points
C = 700 - 799 points	

#### **Course Requirements**

**Active Participation in Weekly Modules** (250 Points Total): Due to the online format of this course, students will engage in a variety of Canvas-based activities to assess comprehension and engagement. These points will be earned throughout the duration of the course. Weekly “Modules” are available in Canvas. Active participation is necessary for the course objectives to be met. Your participation is an integral part of this experience. You are required to post thoughtful responses to your online module assignments on the Discussion Board and to respond in an additive, **thoughtful manner to at least two other students’ postings** for each discussion board. I encourage you post comprehensive and honest responses that are more than just commentary regarding someone else’s thoughts. You must offer additional insight, questions, or thoughts to ponder in order to get full credit. Anyone who posts insensitive, hurtful, unethical, or inappropriate responses will lose all points associated with that module. The purpose of these discussions and peer responses is to align with small group discussions that would occur within the classroom. This will provide alternate viewpoints that will be essential when working with your future clients. These modules may also contain quizzes, video links, and personal engagement projects.

**Career Theory Reflection** (100 points): Students will identify a **career** theory that they think most closely aligns with their counseling approach. The reflection should be approximately 2-3 pages (double-spaced). Students will select one theory and will describe their own career development through the lens of those theories. Students will connect the key concepts of the theory to their personal career development or current career decision making process. Students should use specific examples from their own personal experience. Please see **Appendix A** for assignment rubric.

**Career Counseling Session** (200 points): Students will conduct and record one 50 minute career counseling session with a volunteer client outside of class. The volunteer may be a peer (outside of this class), friend, neighbor, colleague, etc. The volunteer should be made aware that this is for training purposes only. Within the session, students will: (a) discuss at least one career-related concern, (b) administer and interpret one career assessment, and (c) develop a goal and plan with the client. Students will video record the session, ensuring both counselor and client are able to be seen and heard during session, and a reflection form must be completed (see **Appendix B**). Basic counseling skills are necessary but your developmental level will be taken into consideration. Videos will be uploaded to studio on canvas. If you need additional assistance with Canvas, please use their 24/7 support.

**Career Portfolio** (350 points): This assignment includes multiple components that will be completed at various times throughout the semester (inside and outside of class time). It is essential that students be aware of these components and turn them in by the designated due date. Further guidelines for the individual assignments will be given throughout the semester.

- a.) The first component of your career portfolio will be a **career genogram**. I encourage you to consider what information may be important if you were working with a client looking to make a decision regarding their education or career. You are welcome to include (but are not limited to): educational level, jobs, careers, and hobbies. You must include at least two generations of your immediate family (ex. parents, grandparents) and can choose how much of extended family to include (aunts, uncles, cousins...). You are free to be as creative as you would like and may use either a computer program to make the genogram or create it and take a picture to upload. You will also include a summarizing paragraph.
- b.) The second component of your career portfolio will be a **career timeline**. I encourage you to consider what information may be important if you were working with a client looking to make a decision regarding their education or career. You will include details from childhood and continue through the disengagement (retirement) stage. As you think about your childhood, you

may think about hobbies, interests, part-time jobs, or dreams you had for your career when you "grew up". As you move through your life, please remember that components of your personal life may play a significant role on your career development (i.e. when you have children may significantly impact your decision to return to school or make a career change). You are free to be as creative as you would like and may use either a computer program to make the timeline or create it and take a picture to upload. You will also include a summarizing paragraph.

- c.) Students will complete a career **application packet** which includes the following steps: Identify one counseling related **job posting** (through the internet, websites, etc.) to which they would like to apply after graduation. The job should be counseling related and fit with the student's career goals. Students will complete a **cover letter and resume** for a self-identified job posting. Students will complete a **rough draft and final version** of this based on peer feedback. Students will provide feedback to at least two peers on their resumes and cover letters.
- d.) Finally, students will create a **future career goals action plan**. This will be accomplished by outlining your educational and professional goals for the next 5 years and develop a plan of short and long term goals. Consider and address the information you will need to reach each goal, what research you will need to conduct, what websites you will need to visit, what individuals/institutions/certification committees you will need to contact, etc. Your plan should include educational/ credentialing/ continuing education plan, specific job search strategies, and interview preparation activities. A timeline of these activities should be addressed as well. The paper should be in APA format and 3-4 pages long.

Thus, this career portfolio (350 points) includes the following components:

- a) Career timeline (50 points)
- b) Career genogram (50 points)
- c) Application Packet (1<sup>st</sup> and final drafts)
  - a. One job posting or listing (25 points, turned in with the first draft)
  - b. A cover letter for the identified job (1<sup>st</sup> draft: 25 final draft: 50)
  - c. An updated resume (or CV; 1<sup>st</sup> draft: 25 final draft: 50)
- d) Future Career Goals and Action Plan (75 points)

Please see **Appendix C** for grading guidelines and the **Course Schedule** for Due Dates.

**Final Exam** (100 Points): You will have 90 minutes to complete the final exam on Canvas. The exam will consist of 40-50-questions (multiple choice, T/F) and will be a cumulative in nature. The exams will contain questions modeled after those you might see on the licensure exams covering Career Counseling and Assessment. The final in this online course will be proctored using Respondus Lockdown Browser and Webcam.

- <https://www.lwtech.edu/campus-life/e-learning/docs/lwtech-elearning-students-quick-start-guide-respondus-lockdown-browser.pdf>

\* If you are taking a quiz using wireless on campus, be sure to use **Secure\*Air** (not Patriot\*Air).

**Tentative Course Schedule***\*Instructor reserves the right to make changes as needed.**Note: Students are expected to read assigned chapters/articles prior to each class module.*

<b>Class Dates</b>	<b>Topics/ Class Plans</b>	<b>Readings</b>	<b>Assignments Due (Sat. 11:59 pm)</b>
<b>Module 1</b>			
<b>1/10-1/15</b>	<b>Welcome, Introductions, Student Information Form</b> Introduction to Career Development and Career Decision Making	Chapter 1	
<b>Module 2</b>			
<b>1/16-1/22</b>	Understanding and Applying Traditional Theories of Career Development Assessment: RAISEC	Chapter 2	Career Genogram
<b>Module 3</b>			
<b>1/23-1/29</b>	Understanding and Applying Recent Theories of Career Development	Chapter 3	
<b>Module 4</b>			
<b>1/30-2/5</b>	Assessment and Career Planning Exploring Interests and Skills Assessment: Strong Interest Inventory	Chapter 5	Theory Reflection
<b>Module 5</b>			
<b>2/6-2/12</b>	Exploring Values and Personality Assessment: MBTI & The Keirsey Temperament Sorter		Job Posting and First Draft of Cover Letter and Resume
<b>Module 6</b>			
<b>2/13-2/19</b>	Resumes and Cover Letters		
<b>Module 7</b>			
<b>2/20-2/26</b>	Providing Culturally Competent Career Development Interventions Assessment: Career InfoNet, Occupational Profile	Chapter 4	Final Draft of Cover Letter and Resume
<b>Module 8</b>			
<b>2/27-3/5</b>	Designing, Implementing, and Evaluating Career Development Programs and Services	Chapter 9	
<b>Module 9</b>			
<b>3/6-3/12</b>	<b>SPRING BREAK!</b>	<b>NO CLASS!</b>	<b>ENJOY!</b>
<b>Module 10</b>			
<b>3/13-3/19</b>	Career Development Interventions in Elementary and Middle Schools (Young Children)	Chapters 10 & 11	Career Timeline
<b>Module 11</b>			
<b>3/20-3/26</b>	Career Development Interventions in High Schools (Adolescents)	Chapters 12	

<b>Module 12</b>			
<b>3/27-4/2</b>	Career Development Interventions in Higher Education (Adults)	Chapters 13	Future Career Goals and Action Plan
<b>Module 13</b>			
<b>4/3-4/9</b>	Career Development Interventions in Community Settings	Chapter 13	
<b>Module 14</b>			
<b>4/10-4/16</b>	Preparing for an Interview and Salary Negotiations	Readings Posted on Canvas	Career Counseling Role Play
<b>Module 15</b>			
<b>4/17-4/23</b>	Ethical Issues in Career Development Interventions	Chapter 14	
<b>Module 16</b>			
<b>4/24-4/30</b>	<b>FINAL EXAM</b>		

**Clinical Mental Health Counseling Program Mission Statement:**

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

**UT Tyler Department of Psychology and Counseling Student Code of Conduct:**

<https://www.uttyler.edu/psychology/policies.php>

**UT Tyler Clinical Mental Health Counseling Student Handbook:**

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

**University Policies****UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

**UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit

[www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

**Student Absence due to Religious Observance**



Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - o copying from another student's test paper;
  - o using, during a test, materials not authorized by the person giving the test;
  - o failure to comply with instructions given by the person administering the test;
  - o possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - o using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - o collaborating with or seeking aid from another student during a test or other assignment without authority;
  - o discussing the contents of an examination with another student who will take the examination;
  - o divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - o substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - o paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

- falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

**UT Tyler Resources for Students**

- [UT Tyler Writing Center \(903.565.5995\)](tel:903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center \(903.565.5964\)](tel:903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center \(903.566.7254\)](tel:903.566.7254)

**Appendix A**  
**Career Theory Reflection Rubric**

Name of Student: \_\_\_\_\_

Identified Theory: \_\_\_\_\_

<b>Category</b>	<b>Description</b>	<b>Point Allocation</b>
Overview of career theory	Student provides an overview of selected theory and briefly describes key concepts.	25
Personal career development and decision-making	Student describes their own career development and current decision-making process and provides specific examples from their own personal experiences.	25
Theoretical concepts and personal journey	Student makes clear connections (compare/contrast) between selected theory and their own personal career development. Student provides specific examples from their own personal experiences.	40
Formatting and Professionalism	Student adheres to APA 6 <sup>th</sup> edition format and writes paper in a professional manner. Include a title page and reference(s). These pages are not included in the required page count.	10

Overview of career theory: \_\_\_\_\_

Personal career development and decision-making: \_\_\_\_\_

Theoretical concepts and personal journey: \_\_\_\_\_

Formatting: \_\_\_\_\_

TOTAL: \_\_\_\_/100

**Appendix B**  
**Career Counseling Session Reflection**

Student Name: \_\_\_\_\_

Session Length:

Career Intervention Used:

Rationale for Intervention:

Areas of strength as a counselor in session:

Areas of growth as a counselor in session:

My plan of action to address areas of growth and continue to grow personally and professionally:

**Appendix C**  
**Career Portfolio Grading Guidelines**

	Item	Point Allocation	Item Description
a.	Career Timeline	50	Timeline includes details from childhood through retirement/disengagement and should include both personal and professional experiences. Inclusion of reflection. Please see above for additional details.
b.	Career Genogram	50	Genogram includes at least 3 generations with related occupations. Inclusion of reflection Please see above for additional details.
c.	Career Decision Reflection	40	Reflection includes discussion of the influence of, race, gender, socioeconomic status, family, friends, and life experiences on student's career development and career decision-making. Reflection includes discussion of socio-cultural variables that have supported or hindered student's career development
		10	Reflection includes discussion of opportunities/experiences of people from different socio-cultural backgrounds
d.	Job Post	20	Counseling related job identified
e.	Resume	25 1 <sup>st</sup> draft 50 final draft	Resume aligns with professional expectations and detailed class discussions. Students provide feedback to at least two students on their resume
f.	Cover Letter	25 1 <sup>st</sup> draft 50 final draft	Cover letter aligns with professional expectations and detailed class discussions. Students provide feedback to at least two students on their resume
g.	Career Goals and Action Plan	75	Paper outlines educational and professional goals for the next 5 years and provides a plan of short and long term goals

Total Points: \_\_\_/350