



## **CNS 556 Developmental Career Counseling**

### **CLASS INFORMATION**

Western Kentucky University  
Counseling & Student Affairs  
Summer 2019

Online: June 10 – August 2

On campus: Saturdays, July 6 & 27, 9:00am-6:30pm, GRH 3096

### **PROFESSOR INFORMATION**

Dr. Cheryl Pence Wolf

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270-745-4484 (O)

Office: GRH 2016

### **OFFICE HOURS**

Wednesdays 1-3pm or 6:30-7:30pm by appointment

You may also schedule an appointment outside of those hours (online or face-to-face)

### **COURSE DESCRIPTION**

Integrates the career counseling process into the lifespan from early childhood through older adulthood. Career development theories; career assessment instruments; educational resources; placement; follow up and evaluation. Interrelationships among work, marital, family, and other life roles including multicultural and gender issues.

### **PURPOSE OF THE COURSE**

This course will examine the career counseling process throughout the lifespan. Specific topics will include career development theories, career assessment instruments, professional resources, decision-making models, specific population concerns, and other factors inherent to the career counseling process. Common occupational issues and problems will also be addressed as will the interrelationships between work and other life roles. Finally, this course will explore how evolving economic, political, social and technological conditions are precipitating a redefinition of work and career.

### **COURSE OBJECTIVES**

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards noted below. Students are assessed on the standards noted with an asterisk\*.

#### **PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM CORE**

##### **F. 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- h. current labor market information relevant to opportunities for practice within the counseling profession

##### **F. 4. 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

## F. MARRIAGE, COUPLE, AND FAMILY COUNSELING

### 1. FOUNDATIONS

- d. sociology of the family, family phenomenology, and family of origin theories\*

### 2. CONTEXTUAL DIMENSIONS

- j. impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families
- k. interactions of career, life, and gender roles on marriages, couples, and families

## G. SCHOOL COUNSELING

### 1. FOUNDATIONS

- c. models of P-12 comprehensive career development

### 2. CONTEXTUAL DIMENSIONS

- c. school counselor roles in relation to college and career readiness

### 3. PRACTICE

- e. use of developmentally appropriate career counseling interventions and assessments
- g. strategies to facilitate school and postsecondary transitions
- j. interventions to promote college and career readiness

## REQUIRED AND RECOMMENDED COURSE READINGS

You are expected to complete all required reading for each unit and encouraged to read the recommended readings and take notes. The required Career Counseling textbook and quizzes focus on the theory and information related to career counseling. The Job Search Manual, group assignments, and supplemental Bb content resources provide you practical experiences for your job search. The small group activities are highly interactive to give you practice using these tools with others.

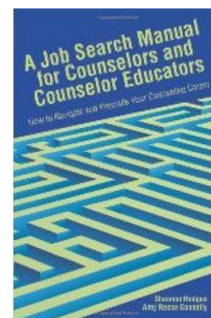
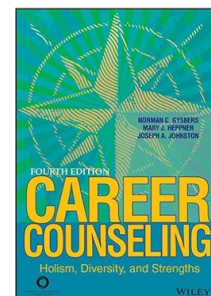
### Required Text

**Career Counseling: Holism, Diversity, and Strengths** (4<sup>th</sup> ed.).

Gysbers, N. C, Heppner, M. J., & Johnston, J. A. (2014); American Counseling Assoc. ISBN 978-1-55620-333-6. *Available in paperback or e-book through ACA (ACA members receive a discount).*

**A Job Search Manual for Counselors and Counselor Educators: How to Navigate and Promote Your Counseling Career**

Hodges, S. & Connelly, A. R. (2010); American Counseling Association. ISBN 978-1-55620-297-1



### Additional Required and Recommended Readings and Materials

Additional materials to supplement the text will be provided in Blackboard under the unit to which they are assigned. They include academic journal articles, *Career Convergence* articles, webinars, podcasts, videos, and worksheets.

## Recommended Website Resources

### National Career Development Association (NCDA)

[NCDA](http://www.ncda.org) ([www.ncda.org](http://www.ncda.org)) is a division of the ACA. Includes career counseling information, resources, articles, and activities for use with career development issues.

### National Employment Counseling Association (NECA)

[NECA](http://www.employmentcounseling.org) ([www.employmentcounseling.org](http://www.employmentcounseling.org)) is a division of the ACA. Includes information regarding career counseling, education and training, certification, and related topics.

### Occupational Outlook Handbook

[OOH](http://www.bls.gov/ooh) ([www.bls.gov/ooh](http://www.bls.gov/ooh)) is a comprehensive source of information regarding careers. It includes information from the federal Bureau of Labor Statistics and is updated yearly.

### O\*Net Online

[O\\*NET Online](http://www.onetonline.org) ([www.onetonline.org](http://www.onetonline.org)) includes descriptions of careers and occupations. It is a resource for those looking for jobs, human resources (HR) professionals, researchers and others who want to learn more about the world of work.

## METHODS OF INSTRUCTION

The course is a mixture of large or small group discussion/exercises, class activities, and blackboard activities to apply the basic knowledge gained from the readings. You are responsible for the assigned readings and course activities on Bb. You will need to read ahead in order to be properly prepared for course assignments, quizzes, and discussion.

## COURSE STRUCTURE

The course is divided into 4 topics that include units to address each of the CACREP/course objectives. In addition, quizzes and career portfolio assignments are due for each unit. The course structure is as follows:

### Career development theories and models *(CACREP F.4.a; Sect 5 G.1.c, 2.c)*

- Unit 0: Introduction to the course
- Unit 1: Career counseling and the working alliance
- Unit 2: Modern career development theories and models
- Unit 3: Postmodern career theories and models

### Career assessment tools and techniques *(CACREP F.4.e, i; Sect 5 G.3.e, g)*

- Unit 4: Exploring values and interests
- Unit 5: Assessing personality and skills
- Unit 6: Narrative and strength-based assessments

### Job search strategies and resources *(CACREP F.1.h., 4.c, f, g, h; Sect 5 G.3.j)*

- Unit 7: Occupational information and resources
- Unit 8: Job search strategies
- Unit 9: Resumes, CVs, and cover letters
- Unit 10: Interviews and job negotiation
- Unit 11: Networking and thriving in your career

### Diverse issues in career development *(CACREP F.4.b, d, g, j; Sect 5 F.1.j, 2.j, k)*

- Unit 12: Work-life balance
- Unit 13: Race, class, disability, and other diversity issues
- Unit 14: Gender and sexual orientation issues
- Unit 15: Closure in career counseling

## COURSE SCHEDULE

The list of readings below is a *suggested* guide for staying on track but you can get started early and complete most of the course requirements sooner if desired. Since a full semester course is condensed into 8 weeks, you should expect to cover two units each week.

Suggested Dates	Class Topics & Units	Readings (see Bb for additional readings)	Assignments Due <i>*Bring to class to discuss in small groups</i>
<b>Career development theories and models</b>			
Jun 11	Unit 0: Introduction to the course Unit 1: Career counseling and the working alliance	• GHJ (2014) Ch 1 & 8	Syllabus Quiz Unit 1 Quiz CCSES pre-test
Jun 14	Unit 2: Modern career development theories and models (CORE F.4.a; SC.1.c, 2.c)	• GHJ (2014) Ch 2 (p. 21-37)	Unit 2 Quiz <i>Autobiography Intro</i> <sup>+</sup>
Jun 18	Unit 3: Postmodern career theories and models (CORE F.4.a; SC.1.c, 2.c)	• GHJ (2014) Ch 9 (all) & Ch 2 (p. 37-46)	Unit 3 Quiz
<b>Career assessment tools and techniques</b>			
Jun 21	Unit 4: Exploring values and interests (CORE F.4.e, i; SC.3.e, g)	• GHJ (2014) Ch 12 (all) & Ch 13 (p. 223-228 SDS)	Unit 4 Quiz <i>Self-assessments (VI)</i> <sup>+</sup>
Jun 25	Unit 5: Assessing personality and skills (CORE F.4.e, i; SC.3.e, g)	• GHJ (2014) Ch 13 (p. 228 P-235)	Unit 5 Quiz <i>Self-assessments (PS)</i> <sup>+</sup>
Jun 28*	Unit 6: Narrative and strength-based assessments (CORE F.4.e, i; SC.3.e, g)	• GHJ (2014) Ch 10 & 14	Unit 6 Quiz <i>Lifeline</i> <sup>+</sup>
<b>Job search strategies and resources</b>			
Jul 2*	Unit 7: Occupational information and resources (CORE F.1.h., 4.c, f, h; SC.3.j)	• GHJ (2014) Ch 16 • H&C (2010) Ch 6	Unit 7 Quiz <i>Brainstorm &amp; Career exploration</i> <sup>+</sup>
Jul 5	Unit 8: Job search strategies (CORE F.1.h., 4.f, h; SC.3.j)	• H&C (2010) Ch 1 & 2	Unit 8 Quiz
<b>Jul 6</b>	<b>In Class 9:00am – 6:30pm</b>		
Jul 9	Unit 9: Resumes, CVs, and cover letters (CORE F.4.g, h)	• H&C (2010) Ch 3	Unit 9 Quiz <i>Resume &amp; cover letter</i> <sup>+</sup>
Jul 12	Unit 10: Interviews and job negotiation (CORE F.4.g, h)	• H&C (2010) Ch 4 & 5	Unit 10 Quiz <i>Mock interview</i>
Jul 16	Unit 11: Networking and thriving in your career (CORE F.4.c, h; SC.3.j)	• GHJ (2014) Ch 17 • H&C (2010) Ch 7 & 8	Unit 11 Quiz
<b>Diverse issues in career development</b>			
Jul 19	Unit 12: Work-life balance (CORE F.4.b, d, j; MCFC.1.j, 2.j, k)	• GHJ (2014) Ch 7, 11, 15	Unit 12 Quiz <i>Geno/Sociogram</i> <sup>+</sup>
Jul 23	Unit 13: Race, class, disability, and other diversity issues (CORE F.4.b, d, g, j)	• GHJ (2014) Ch 3 & 6	Unit 13 Quiz
Jul 26	Unit 14: Gender and sexual orientation issues (F.4.b, d, g, j)	• GHJ (2014) Ch 4 & 5	Unit 14 Quiz <i>Informational Interview</i> <sup>+</sup>
<b>Jul 27</b>	<b>In Class 9:00am – 6:30pm</b>		
Jul 30	Unit 15: Closure in career counseling	• GHJ (2014) Ch 18	CCSES post-test <i>Counseling Exercise</i>
Aug 2			<b>Career Portfolio</b>

<sup>+</sup>Blackboard will be down for maintenance June29-July 1; please plan accordingly.

<sup>+</sup>Bring these portfolio assignments to class with you.

## COURSE REQUIREMENTS

Points acquired through the course are combined through active participation, quizzes, and written assignments. The descriptions and value of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment; they will be used for grading the assignments in Blackboard. In addition to submitting these assignments through Blackboard, some must also be uploaded to the CEBS Electronic Portfolio System (see Appendix A) for the departmental and college accreditation reporting.

### Attendance, Preparation, and Participation

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Additionally, because the class will be interactive and experiential, there is no way to get the information from a missed class; the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions. There will be approximately 17 hours of time you should expect to devote to working in class, much of that time with your small groups during the two required Saturday classes. Therefore, you will receive 1 point for each hour you are present and actively participating. In addition, this course uses face-to-face interaction rather than discussion boards so most of the career portfolio activities are done in class with a partner or in small groups; therefore, missing these meetings may also impact those activities.

### Unit Quizzes

Each learning unit will include a quiz over the text and supplementary readings. Up to 5 points will be awarded for each unit quiz (70 points) but you may drop your lowest two quiz grades for up to **60 points** (50%) of your total grade. Each quiz will have approximately 10 questions each; you will have 20 minutes to complete the quiz and you may only take it once. Your test will auto-submit when your time has expired so you are strongly encouraged to read the material before attempting to take this quiz. You must take the quiz before you move onto the next unit. You may NOT collaborate or share the information with others but you may consult your text and resources if necessary. These questions are provided to assess your comprehension of the material and prepare you for the multiple-choice portion of your master's comprehensive exams (CPCE) and the national counselor exam (NCE). Quiz questions will be randomly pulled from a pool of questions; therefore, questions on the same unit quiz may vary. You will need to complete each unit quiz to unlock consequent unit materials (*CORE F.1.h; 4.a-j; MCFC.1.d, 2.j, k; SC.1.c, 2.c, 3.e, g, j*).

### Career Portfolio

Since some discussions are typically more productive and meaningful when a smaller number of students are involved, you will be assigned into a smaller discussion group for the career portfolio activities. Your Career Portfolio will include a combination of items and small-group activities that will be combined into a single portfolio and submitted as a single Word document or PDF at the end of the semester (download CutePDF for free to merge multiple PDF documents and/or "print" a Word doc to PDF). However, you are encouraged to complete each of the portfolio assignments by the suggested dates listed on the syllabus. Bring all of your completed assignments with you to class and you will have an opportunity to work with your small group to discuss each of these and/or complete parts of the assignments there.

The portfolio activities are designed to allow you to get to know yourself better but also practice practical activities that could be helpful for you and your clients or students in your work as a counselor. This assignment includes the following items and up to **40 points** (34%) can be earned see Appendix B for rubric; *CORE F.1.h; 4.a-j; MCFC.1.d, 2.j, k; SC.1.c, 2.c, 3.e, g, j*.

## Autobiography Introduction

You will work closely with the members of your small group during the course of this class. Therefore, it is helpful to introduce yourself to your fellow group members as you begin this course. To get you thinking ahead, provide a one-page basic outline addressing the following points in your introduction (bulleted list is fine). You can use this as a guide when you briefly introduce yourself in class. Include the following in your portfolio (may be bulleted notes).

1. **Basic Info:** Name, job title & company if currently working.
2. **Work Experience:** Share your professional work experiences that contribute to your skills as a counseling professional. Include the number of years of experience in this or other career fields, the positions you held, and the experiences or transferrable skills you gained.
3. **Other Experience:** List education, memberships, hobbies, volunteer work, or other areas where you gained experiences that may contribute to your professional development or understanding of others' career issues.
4. **Aspirations:** Describe your initial insights into your interests and future aspirations. You will complete activities through the course to explore and refine these later with your group.
5. **Career Goals:** Address the relevance of this course to your professional and personal goals/objectives
6. **Course Goals:** Identify specific things you might like to learn from this class or from your classmates.

## Self-Assessments

Learning about yourself and your clients is important to determining a career path that is a good fit. You can assess a variety of characteristics including your Values, Interests, Personality, and Skills (VIPS). Complete at least one assessment in each of these areas. MyPlan is free to WKU students and provides the ability to take all four of the assessments and research potential career options that fit your VIPS (see Bb Unit 4 for instructions on how to access the free reports).

Some people may feel that assessments *tell* them what they should do for their career. However, they simply offer a starting point to narrow down a broad range of VIPS and create a catalyst for discussion. The discussions can include a review of the assessments, a determination of how accurate the client/student believes the results represent them, and a discussion of how they might use that information to move forward. Many assessments also offer career-related options based on the VIPS which can also be helpful. These activities and discussions are meant to give you practice in discussing the assessments with your clients and helping them identify steps they can take or directions they may go with their results.

1. Go to the WKU [Center for Career and Professional Development](http://www.wku.edu/career) (<http://www.wku.edu/career>) > Student Tools > MyPlan.com Login to access MyPlan.com. If you do not have an account, you will have to create a new account and be logged in to take the assessments for free.
2. Under the MyPlan.com Assessment Tab, take each of the four Career Assessment Tests to explore your VIPS.
3. Review your results; they can be viewed individually (under My Portfolio > My Reports on the left-side menu) to understand the assessment as well as your particular findings. Additionally, review your composite score
4. Print out your findings to pdf and be prepared to participate in your small group activities that help you explore further insights with these assessments.

5. **For Unit 4**, have a summary of your findings for the values and interests assessments; include these in your portfolio. Discuss the following:
  - Your top 3 work values and how those values play into your decisions. Do you agree or disagree with the order in which they are listed?
  - Your 2 or 3-letter interest code based on the Holland Hexigonal model. Do you feel that it is an accurate portrayal of your interest? Why?
6. **For Unit 5**, have a summary of your findings for the personality and skills assessments; include these in your portfolio. Discuss the following:
  - Your personality 4-letter code based on the Myers-Briggs Type Indicator and what it says about you. Does that seem to fit your personality accurately or do you think you should have landed elsewhere on the MBTI grid?
  - Your top 5 career categories based on your skill areas. If counseling is not in your top 5, where is it on your list? How accurate do the career categories seem to be and how do these represent your skills accurately (or not)?

### **Lifeline**

To get you thinking about the experiences, choices, and themes that have affected your career development, you will create a lifeline and include any significant points or people that have influenced you and your career-related decisions. Also include a hypothetical future that you anticipate or desire. Let the *LoveYourCareer* article on [lifelines](#) guide your thinking and reflection. In your group, you will help each other explore your key experiences and reactions to the insights gained and whether or not this understanding of life experiences, choices, and themes helped in understanding career choices. Scan and include the lifeline you created to include in your portfolio.

### **Brainstorm & Career Exploration**

As a counselor, individuals may come to you with a lack of meaning and/or direction in their life. Helping them identify the things that are meaningful can help them begin to identify possibilities for their future. Use this activity to explore your own career options within or outside of the counseling field but also help others think outside of their limited scopes. This is meant to be fun, creative, and not necessarily realistic. However, the completed self-assessments may help provide insight and ideas.

First, brainstorm and write down all the things you are passionate about (they do not have to be career or work-related). Think of things that you can get lost in and forget what time it is such as the magazines, books, or shows that interest you or the activities you crave. Once you have a list of at least 8-10 items, list the possibilities of careers that you could do with each item or a combination of items. The careers do not have to be realistic, achievable or high-paying; just have fun creating options that might appeal to you. In your groups, you will help each other identify at least 3-5 more creative career possibilities that can be done with the interests or combination of interests. Scan and include the brainstorm activity you created to include in your portfolio.

Next, using the results from your brainstorming activity and the findings from your self-assessments, identify three career options you could pursue:

- *A dream job* where money is no option and nothing is impossible; you are able to follow your passion and find a career that provides you with real meaning.
- *A realistic job* given the limitations of reality (e.g., rent, school loans). How does reality limit your vision?
- *Another job* that you may have considered or would consider if you decided to leave the counseling field.



Using the resources from your text and online (e.g., [OOH](#), [O\\*Net](#), [MyPlan](#)), explore the careers you identified in the three categories above. Provide a summary of the careers and include occupational information such as job titles used, job duties, education and skills required, employment outlook, job challenges, salary, and related job clusters in occupations as well as how they fit with your VIPS. Briefly describe if you gained any new insights or if this information helped reinforce/deter you from any of your desired careers. Include this in your portfolio and discuss the results with your group.

## **Résumé & Critiques**

The resume offers a quick snapshot of an individual during the job search. A good one can set you apart and potentially land you an interview; a bad one can get your application tossed out. Your résumé should cover your actual past and present experiences and be written for a job you wish to obtain currently or after graduation. It is important that this document be error-free and create a professional impression.

As a client/student embarks on a job search, you may be asked to review and offer feedback about their resume. The purpose of this assignment is two-fold. First, it is designed to give you practice in writing about your experiences in a way that will favorably impress a prospective employer; it may be helpful to highlight some of the skills and personality traits you discovered in the self-assessments.

Second, you will have the opportunity to review and critique other resumes to give you practice in helping others (see Appendix C for rubric).

1. Create or update your personal resume and provide copies of your resume to each of your group members; you will have the opportunity to review each group members' resume and complete *Resume Critique Form* rubric. This will allow you the opportunity to explore ways to improve your resume and help provide feedback for others.
2. Update your resume based on the feedback you received from your group members. Include your original resume, a scan of all critiques from your group members, and your updated final resume for your portfolio.
3. Your final submission will be based on the areas covered in the rubric as well as your inclusion of the feedback provided by your group members. If you would like additional feedback from me, please make a note on your updated resume requesting more detailed feedback and/or schedule an appointment with me to go into more detail.

## **Cover Letter**

Cover letters are valuable tools to augment your resume and allow you to highlight relevant skills or interest that may not necessarily be included in your resume or highlighted with respect to the employer's needs. This activity will give you an opportunity to create a cover letter for a current or ideal job posting.

1. Create or update a cover letter tailored to a specific position. Ensure you have highlighted the items addressed in the job description and created a great rationale for why the employer might wish to hire you.
2. Provide a copy of your cover letter to each of your group members; also provide a copy of the job description. You will have the opportunity to receive feedback to improve your letter. The feedback can be written directly on the cover letter.
3. Update your cover letter based on the feedback you received. Include your original cover letter, a scan of all critiques from your group members, and your updated final letter for your portfolio.



## Mock Interview

Impression management is the key to a successful job search. You must be able to convey your knowledge and experience to an employer in a professional manner. Often, clients/students are unaware of their presentation style and other non-verbal behaviors. A mock interview provides the opportunity to complete an interview and then receive a helpful critique. In class, you will have an opportunity to conduct a face-to-face mock interview with a partner. They will ask you a set of provided questions and complete the mock interview critique form on you. This will offer you additional feedback and suggestions for further improvement. After you review the mock interview critique, add your reaction to the process or interviewer's feedback in a different color on the form. Scan and include the critique form with your own feedback to include in your portfolio.

If you wish to practice ahead of time, the computer-based *InterviewStream* program (available for free through the Kentucky Career Center) is one helpful tool to allow you to complete a self-guided mock interview online. See Bb for details in accessing this program and conduct a mock interview from your computer (you will need a video camera). Go through the mock interview and record yourself; you can practice your answers several times until you feel comfortable with your final recording. Below your recording, complete the feedback form on yourself and then send a link to a friend or professional to provide additional feedback. This can include your reactions to the process, the number of times it took you to feel more confident about your recording, the ease or difficulty you had in providing an answer, etc. Let the *LoveYourCareer* articles on [mock interviews](#) and [job interviews](#) guide your process.

## Genogram / Sociogram

Identifying family and key figures in life can help you or your clients/students better understand yourselves. Create a basic diagram of your family tree and social network to include your most significant influences. Let the *LoveYourCareer* article on [family and social influencers](#) guide your thinking and reflection. In your group, you will explore your relationships with the people you included and help your group members explore their reactions to the insights gained from this experience. You will share whether or not this family history helped you understand the influences in your life and your own career choice better. Scan and include the genogram/sociogram you created to include in your portfolio.

## Informational Interview

A number of special populations were discussed in this textbook including issues of race, class, gender, sexual orientation, disabilities, military, etc. However, there are a variety of additional special populations that may encounter issues in the workforce as well. Counselors and career professionals in the field can provide important insights and resources about the everyday experience of working with special counseling issues or populations. Therefore, in order to practice networking through informational interviews and exploring more about a population with whom you may hope to work, conduct an informational interview with at least one professional who can provide you insights, advice, and warnings about working with that population. Informational interviews are one of the best tools for exploring a career, company, position, setting, or population and by completing them, you can increase your chances of finding and landing an ideal job! The more interviews you complete, the more insights you will gain. Let the *LoveYourCareer* article on [informational interviews](#) guide your process. For your portfolio, include proof that you met with the individual (e.g., business card, photo, contact info) and submit your list of questions and their answers (you may simply scan and submit your notes from the interview). In your groups, share your experience and the insights you gained personally and professionally by conducting this informational interview. Your list of questions should include the four required questions listed below as well as at least four additional questions that are tailored to working with that special population:

1. **Description of population** and how they vary from the majority population including their overall strengths and challenges related to career issues.
2. **Useful activities** that counselors can use with this population.
3. **Helpful resources for the special population** including helpful tools you could provide to clients to guide their career development (e.g., websites, popular articles, support groups, local or national agencies).
4. **Insights, advice & warnings** of working with this population. What new information, ideas, and insights did you gain from the professional you interviewed? What advice or warnings did they offer you as you prepared for the field and working with this population and/or issue?

### Counseling Exercise

You will be given an opportunity to practice a career counseling intervention with a voluntary 'client/student' and counsel that individual on career concerns relevant to them. This exercise should be presented to your 'client/student' primarily as a learning experience rather than an actual career counseling session unless you are professionally qualified to do so (i.e., you are allowed to practice under supervision). MCFC students should emphasize an intervention related to how career issues impact couples and/or families. School counseling students should emphasize an intervention related to P-12 college and career readiness and/or school/postsecondary transitions.

As a part of this activity, you may want to administer a career inventory/assessment and interpret the results for them, explore their family genogram, review their lifeline, or any of the other activities you practiced in your group. You could also conduct a session in which you explore their attitudes and concerns within the context of a particular career counseling theory/model related to your specialty area. At the conclusion of this exercise, prepare a brief single-spaced report (1-2 pages) using the headings outlined below; responses can be in paragraph or bullet form. Include:

1. **Client characteristics:** provide a brief description of your client's age, gender, ethnicity, education and training, career experiences, positive and negative current work-life situations, presenting concerns, etc. as well as your relationship to him/her.
2. **Counselor and client goals:** identify your overall goals and the client's goals for this session and their future.
3. **Client strengths, barriers, and resources:** describe the client's strengths, barriers, and resources that impact their career and life decisions. These can be related to their environment, situations, outlook on life, etc.
4. **Career theory:** explain the career theory that you used to conceptualize your client progress and how you applied it in the session.
5. **Career activity:** describe the career-related activities you used during the session to assist them in addressing their issue.
6. **Counselor strengths and limitations:** share the things that you did well and things you could have done better in session.
7. **Counselor insights:** identify the insights you gained from this activity that will help you with future clients.

## STUDENT EVALUATION CRITERIA AND PROCEDURES:

Rubrics for the assignments are noted at the end of the syllabus. Grades for the course are determined from a percentage of the total points as follows:

**A** 90% - 100% | **B** 80% - 89% | **C** 70% - 79% | **D** 60% - 69% | **F** 0% - 59%

<b>Assignments</b>	<b>Points</b>
Attendance & participation	17
Unit Quizzes (drop lowest 2)	60
Career Portfolio	40
<b>Total Points Possible</b>	<b>117</b>

### CACREP Assessments

Assignments that include assessments of CACREP standards must be uploaded to the CEBS Electronic Portfolio System (EPS) by the due date. Assignments not uploaded in the CEBS system prior to finals week (unless due that week) may result in an Incomplete in the course.

## COURSE POLICIES

### ADA Students with Disabilities Who Require Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

### Academic Integrity and Plagiarism

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note that the University does use web-based products to detect plagiarism. **Self-plagiarism:** This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their "previously published work as new scholarship (p. 16)." It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

### **Academic Performance**

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. All graduate students are expected to develop standards of academic and professional performance. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

### **Informed Consent**

Students enrolled in counseling classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment.

### **Late or Missing Assignments**

Please plan ahead. Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% per each day late; assignments past due one week are not accepted.

### **Use of Current Research**

Course content is continuously revised to include the most recent relevant research. In addition to the references listed in this syllabus, the instructor will post references for relevant current research on the course Blackboard site. In order to create a high caliber graduate level paper, you are encouraged to work with the education librarians to help you find additional research articles. You may also view the [library tutorials](#) or educational [research guides](#) for more help.

### **Use of Technology in Course**

This is a blended course and includes online and face-to-face elements. The online portion incorporates a variety of resources, quizzes, and assignments provided online through Blackboard. Therefore, you will need to have a computer with a reliable internet connection and access to Microsoft Word and PowerPoint software (download free through [wku.edu/it](http://wku.edu/it)). You are also encouraged to download the free anti-virus software to ensure your computer and submitted documents are free from malicious viruses or spyware. E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

### **Title IX Misconduct and Discrimination Policies**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding the following policies:

- [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070)
- [Discrimination and Harassment Policy](#) (#0.2040)

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

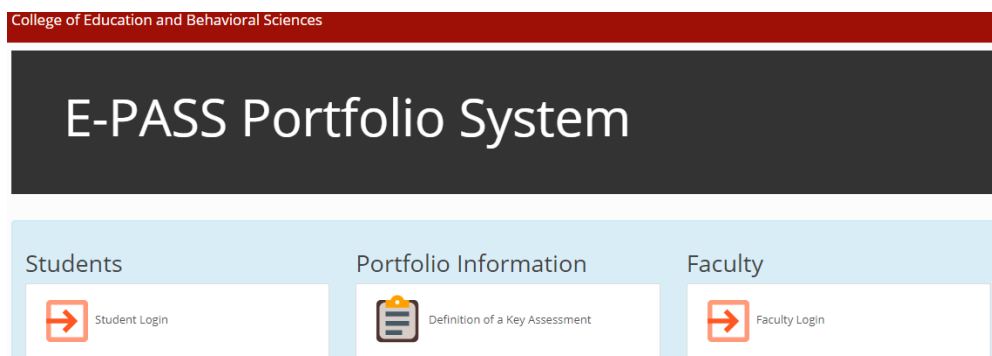
Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

**Flexibility Clause**

The requirements, assignments, policies, evaluation procedures, etc. mentioned in this syllabus are subject to change. Students’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule. For example, in the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled and class may be moved online via Blackboard, AdobeConnect, or other option. Any assignments scheduled during those missed classes, such as an exam or paper, are due as posted on the course website.

**APPENDIX A**  
**CEBS ELECTRONIC PORTFOLIO SYSTEM**  
<http://edtech2.wku.edu/portfolio>

**NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.**



Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload certain **graded** assignments across the curriculum that assess for CACREP standards. Also, please note that this is a requirement for Council for Accreditation for Educator Preparation (CAEP) accreditation.

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account**. If you need directions, please follow the instructions at:

[http://edtech2.wku.edu/portfolio/studenthelp/student\\_instructions.php](http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php)

Please note the following directions:

**\*\*\*Your paper should be saved as a Microsoft Word document.**

- Go to <http://www.wku.edu>
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS556 (click on "View Key Assessment")
- You will see "Objective Test Items/Unit Quizzes"
- Click on "Upload/View Files." Upload
  - Your graded assignment (i.e., Blackboard quiz summary report)
  - If there is not written feedback on the actual assignment (i.e., power point), include the power point *and* the professor's feedback. The latter may be in a word document or screen shot of feedback in BBD rubric.
- Follow the directions to upload your document (this is similar to adding an email attachment)

***All assignments must also be uploaded to Blackboard by the due date.***



**APPENDIX B**  
**CAREER PORTFOLIO RUBRIC**  
*CORE F.1.h; 4.a-j; MCFC.1.d, 2.j, k; SC.1.c, 2.c, 3.e, g, j*

<b>Requirements</b>	<b>Inconsistently or rarely meets expectations 1</b>	<b>Somewhat meets expectations 2</b>	<b>Meets expectations 3</b>	<b>Exceeds expectations 4</b>
<b>Autobiography Introduction</b> <i>CORE 4.b; MCFC.2.k.</i>	Provides minimal introduction of personal career experiences; no inclusion of aspirations and/or goals.	Provides limited description of personal career experiences with at least 2 aspirations and goals.	Provides adequately introduction of personal career experiences with at least 3 aspirations and goals.	Provides thorough personal career experiences with at least 4 aspirations and goals.
<b>Self-Assessments (VIPS)</b> <i>CORE 4.a,b,c,d,e,h,i; SC.1.c, 2.c, 3.e, g</i>	Completes only 1 of the 4 assigned assessments with minimal or no ability to interpret results for self and clients.	Completes 2 of the 4 assigned assessments with limited ability to interpret results for self and clients; miss key components.	Completes 3 of the 4 assigned assessments with adequate interpretation of the results for self and clients.	Completes 4 of the 4 assigned assessments with the ability to effectively interpret results for self and clients.
<b>Lifeline</b> <i>CORE F.4.b,d,e,h,i; MCFC.1.d, 2.j, k; SC.3.e, g, j</i>	Minimal description or less than 5 key events and career-related decisions that affected your life experiences, choices, and themes.	Limited description or inclusion of at least 5 key events and career-related decisions that affected your life experiences, choices, and themes.	Adequately describes 6-8 key events and career-related decisions that affected your life experiences, choices, and themes.	Effectively describes 9 or more key events and career-related decisions that affected your life experiences, choices, and themes.
<b>Brainstorm &amp; Career Exploration</b> <i>CORE F.1.h; 4.c,d,e, h; MCFC.2.j; SC.2.c, 3.e, g, j</i>	Provides a list of 1-2 interests and/or 1-2 career options that relate to the list of interests or combination of interests. Describes 1 career option. Required elements are missing or not all careers are addressed.	Provides a brainstorm list of 3-5 interests and/or 3-5 career options that relate to the list of interests or combination of interests. Describes 2-3 career options listing the required information; cited from only 1 source; and/or required elements are missing.	Provides a brainstorm list of 6-8 interests and/or 6-8 career options that relate to the list of interests or combination of interests. Adequately describes 3 career options listing all required information cited from 1-2 sources.	Provides a brainstorm list of 9 or more interests and/or 9 career options that relate to the list of interests or combination of interests. Effectively describes 3 career options listing all required information cited from 3 or more sources.
<b>Resume</b> <i>CORE F.4.d,h.</i>	Resume lacks appeal or professional format; missing 5 or more elements including balanced layout, action verbs, specific accomplishments, and relevant credentials and skills. Little to no integration of feedback /critiques; did not address why feedback was not adopted.	Resume is somewhat appealing and professional but lacking 3-4 elements including balanced layout, action verbs, specific accomplishments, and relevant credentials and skills. Limited integration of feedback /critiques. Included few changes and/or did not address why feedback was not adopted.	Resume is appealing and professional but missing 1-2 elements including balanced layout, action verbs, specific accomplishments, and relevant credentials and skills. Adequate integration of feedback /critiques. Included some changes or addressed why feedback was not adopted.	Resume is appealing and professional with required elements including balanced layout, action verbs, specific accomplishments, and relevant credentials and skills. Effective integration of feedback /critiques. Included all modifications or addressed why feedback was not adopted.

<b>Requirements</b>	<b>Inconsistently or rarely meets expectations 1</b>	<b>Somewhat meets expectations 2</b>	<b>Meets expectations 3</b>	<b>Exceeds expectations 4</b>
<b>Cover Letter</b> <i>CORE F.4.d,h.</i>	Inadequately provides a letter that addresses a position & employer. Does not include items addressed in the job description or a rational for why the employer should hire you. Missing 3 or more elements provided in the sample cover letter or supporting materials.	Provides a letter that more generally addresses a position & employer. Includes some items addressed in the job description and a rational for why the employer should hire you. Missing 1-2 elements provided in the sample cover letter or supporting materials.	Adequately tailors an appealing letter to a specific position & employer highlighting items addressed in the job description. Includes a rational for why the employer should hire you and includes the elements provided in the sample cover letter or supporting materials.	Effectively tailors a quality and appealing letter to a specific position & employer highlighting all items addressed in the job description. Includes a helpful rational for why the employer should hire you and includes all elements provided in the sample cover letter and supporting materials.
<b>Mock Interview</b> <i>CORE F.4.d,h; SC.2.c, 3.e, g, j</i>	Provides inconsistent or no feedback to partner during in-class interview and included little or no reaction to the interviewer's feedback on the mock interview form.	Provides minimal feedback to partner during interview and included a minimal reaction to the interviewer's feedback on the mock interview form.	Provides helpful feedback to partner during interview and included a basic reaction to the interviewer's feedback on the mock interview form.	Provides helpful feedback to partner during interview and included a thorough reaction to the interviewer's feedback on the mock interview form.
<b>Geno/Sociogram</b> <i>CORE F.4.a,b,d,e,h,l; MCFC.1.d, 2.j, k; SC.2.c, 3.e, g, j</i>	Provides an inadequate conceptualization of family and social relationships that affect your career development. Includes 1-2 key people.	Provides a limited conceptualization of family and social relationships that affect your career development. Includes 3-5 key people.	Provides an adequate conceptualization of family and social relationships that affect your career development. Includes 6-8 key people.	Provides an effective conceptualization of family and social relationships that affect your career development. Includes 9 or more key people.
<b>Informational Interview</b> <i>CORE F.1.h; 4.a,b,c, f,h,j; SC.2.c, 3.e, g, j</i>	Provides proof of interview with appropriate professional, provides limited answers for the 4 required questions; missing all or some additional questions tailored to the special population.	Provides proof of interview with appropriate professional, provides limited answers for the 4 required questions; may be missing some additional questions tailored to the special population.	Provides proof of interview with appropriate professional, provides adequate answers for the 4 required questions and includes 4 additional questions tailored to the special population.	Provides proof of interview with appropriate professional, provides effective answers for the 4 required questions and includes at least 4 additional questions tailored to the special population.
<b>Counseling Exercise</b> <i>CORE F.4.a,b,c,d,e,f, g,h,i,j; MCFC.1.d, 2.j, k; SC.1.c, 2.c, 3.e, g, j</i>	Selects a non-professional client (e.g., family member, friend). Provides a limited description of the required list of items; misses key areas.	Selects a non-professional client (e.g., family member, friend). Provides a limited description of the client's characteristics, goals, strengths/barriers/resources, theory, activity used, and a self-critique of personal strengths, limitations, and insights.	Selects an adequate client (e.g., classmate). Provides an adequate description of the client's characteristics, goals, strengths/barriers/resources, theory, activity used, and a self-critique of personal strengths, limitations, and insights.	Selects an excellent client (e.g., actual internship client or referred individual). Provides an excellent description of the client's characteristics, goals, strengths/barriers/resources, theory, activity used, and a self-critique of personal strengths, limitations, and insights.

### APPENDIX C RESUME CRITIQUE RUBRIC

Resume Name \_\_\_\_\_ Reviewer Name \_\_\_\_\_

Rate the resume using the form below. Be honest with your assessment so the individual can learn where to improve their resume. In addition, provide helpful suggestions that could improve their resume. You can also make specific comments on their resume and provide that to them.

Key resume elements	Inconsistently or rarely meets expectations .25	Somewhat meets expectations .5	Meets expectations .75	Exceeds expectations 1
<b>Overall appearance</b>	<input type="checkbox"/> Resume lacks appeal; has inconsistent font or other design elements. Key points do not stand out. Displays no understanding or attention of the readings.	<input type="checkbox"/> Resume is somewhat appealing; has some inconsistent font or other design elements. Key points may not stand out easily. Lacks attention to details.	<input type="checkbox"/> Resume is appealing; has consistent font (10-12pt) and other design elements. Key points may not stand out easily. Displays some understanding of the readings.	<input type="checkbox"/> Resume is appealing; has consistent font (10-12pt) and other design elements. Key points from their experience stand out easily. Displays attention to the readings.
<b>Layout</b>	<input type="checkbox"/> Resume lacks a professional format and is missing layout elements including clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content does not flow in a logical or order.	<input type="checkbox"/> Resume format may be missing layout elements including clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content may not flow in a logical or easy-to-read order.	<input type="checkbox"/> Resume format is professional, has clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content flows in a logical order but a few changes are recommended.	<input type="checkbox"/> Resume has a professional format, clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content flows in a logical easy-to-read order.
<b>Length</b>	<input type="checkbox"/> Resume is less than 1 or more than 2 pages. Does not use page limit adequately. Missing key information and includes extraneous information.	<input type="checkbox"/> Resume is a more than 2 pages or does not use page limit adequately. Missing key information or includes extraneous information.	<input type="checkbox"/> Resume is a maximum of 1-2 pages and uses page limit adequately. May include some extraneous information that can be eliminated without losing key information.	<input type="checkbox"/> Resume is a maximum of 1-2 pages and uses page limit effectively. Includes relevant key information; includes no extraneous information that can be eliminated.
<b>Action Verbs</b>	<input type="checkbox"/> Sentences don't begin with action verbs; are written in present tense; and written in first-person using "I" or "my"	<input type="checkbox"/> Sentences begin with a minimal variety of action verbs; are written in present tense; and/or written in first-person using "I" or "my"	<input type="checkbox"/> Sentences begin with a action verbs and/or are written in past tense. It is written with an implied first-person but without the use of "I" or "my"	<input type="checkbox"/> Sentences begin with a variety of action verbs and are written in past tense. It is written with an implied first-person but without the use of "I" or "my"

Key resume elements	Inconsistently or rarely meets expectations .25	Somewhat meets expectations .5	Meets expectations .75	Exceeds expectations 1
<b>Accomplishments</b>	<input type="checkbox"/> Resume includes minimal accomplishments and skills with no specifics (#, %, \$). Includes only general or vague statements.	<input type="checkbox"/> Resume includes a list of accomplishments and skills with little specifics (#, %, \$). Includes primarily general or vague statements.	<input type="checkbox"/> Resume includes a list of accomplishments and skills with some specifics (#, %, \$) to describe the measure of success but may include 1-3 general or vague statements.	<input type="checkbox"/> Resume includes a list of accomplishments and skills with specifics (#, %, \$) to describe the measure of success. Avoids general or vague statements.
<b>Completeness</b>	<input type="checkbox"/> Important sections or key information is not included and dates do not include month & year.	<input type="checkbox"/> Important sections or key information is not included or dates do not include month & year.	<input type="checkbox"/> Important sections and key information is included (e.g., education, work experience, etc.); dates include month & year. A few changes may be recommended.	<input type="checkbox"/> Important sections and key information is included (e.g., education, work experience includes all relevant positions held, leadership positions); dates include month & year;
<b>Relevance</b>	<input type="checkbox"/> Resume sections are inconsistently relevant to the employer's needs and highlight minimal credentials and skills. Key words are missing.	<input type="checkbox"/> Resume sections are somewhat relevant to the employer's needs and highlight some credentials and skills with the most current information at the top of each section. Key words may be missing throughout.	<input type="checkbox"/> Several resume sections are relevant to the employer's needs and highlight the credentials and skills with the most current information at the top of each section. Key words are included.	<input type="checkbox"/> All resume sections are relevant to the employer's needs and ordered to highlight the most important credentials and skills with the most current information at the top of each section. Key words are included throughout.
<b>Overall pitch</b>	<input type="checkbox"/> Resume likely will not get the employer to invite the applicant for an interview. The objective, work experience, etc., are missing or not targeted to a goal or position.	<input type="checkbox"/> Resume may not get the employer to invite the applicant for an interview. The objective, work experience, etc., are not targeted to a specific career goal/position.	<input type="checkbox"/> Resume may possibly get the employer to invite the applicant for an interview. The objective, work experience, etc., are minimally targeted to a specific career goal/position.	<input type="checkbox"/> Resume will likely get the employer to invite the applicant for an interview. The objective, work experience, etc., are targeted to a specific career goal or position.
<b>Overall comments and suggestions for improvement</b>				