



## **CNS 556 Developmental Career Counseling**

### **CLASS INFORMATION**

Western Kentucky University  
Counseling & Student Affairs  
Summer 2022 M5  
Online: May 10 – June 11

### **PROFESSOR INFORMATION**

Dr. Loretta 'Cre' Dye  
laretia.dye@wku.edu  
270-745-3029 (O)  
Office: GRH 3027

### **OFFICE HOURS**

You may schedule an appointment (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

## SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

### 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

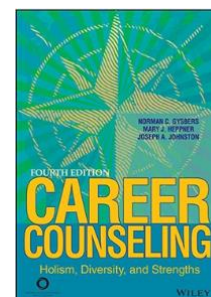
- c. school counselor roles in relation to college and career readiness

#### 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 group assignments, and supplemental Bb content resources provide you practical experiences for your job search.



### 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)*

### 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 (modules) that include units to address each of the CACREP/course objectives. In addition, reading cards and build your brand 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 **4 weeks**, you should expect to cover two units each week.

Suggested Dates	Class Topics & Units	Readings (see Bb for additional readings)	Assignments Due
<b>Career development theories and models</b>			
May 10	Unit 0: Introduction to the course Unit 1: Career counseling and the working alliance	• GHJ (2014) Ch 1 & 8	
May 12	Unit 2: Modern career development theories and models (F.4.a; Sect 5 G.1.c, 2.c)	• GHJ (2014) Ch 2 (p. 21-37)	<i>Lifeline video</i>
May 15	Unit 3: Postmodern career theories and models (F.4.a; Sect 5 G.1.c, 2.c)	• GHJ (2014) Ch 9 (all) & Ch 2 (p. 37-46)	Module 1 Reading Card <i>Respond to Lifeline</i>
<b>Career assessment tools and techniques</b>			
May 17	Unit 4: Exploring values and interests (F.4.e, i; Sect 5 G.3.e, g)	• GHJ (2014) Ch 12 (all) & Ch 13 (p. 223-228 SDS)	<i>Self-assessments (VI)*</i>
May 19	Unit 5: Assessing personality and skills (F.4.e, i; Sect 5 G.3.e, g)	• GHJ (2014) Ch 13 (p. 228 P-235)	<i>Self-assessments (PW)*</i>
May 21	Unit 6: Narrative and strength-based assessments (F.4.e, i; Sect 5 G.3.e, g)	• GHJ (2014) Ch 10 & 14	Module 2 Reading Cards
<b>Job search strategies and resources</b>			
May 22	Unit 7: Occupational information and resources (F.1.h., 4.c, f, h; Sect 5 G.3.j)	• GHJ (2014) Ch 16 •	<i>Brainstorm</i>
May 24	Unit 8: Job search strategies (F.1.h., 4.f, h; Sect 5 G.3.j)	• Online resources	
May 26	Unit 9: Resumes, CVs, and cover letters (F.4.g, h)	• Online resources	<i>Resume &amp; cover letter*</i>
May 27	Unit 10: Interviews and job negotiation (F.4.g, h)	• Online resources	
May 29	Unit 11: Networking and thriving in your career (F.4.c, h; Sect 5 G.3.j)	• GHJ (2014) Ch 17 •	Module 3 Reading Cards
<b>Diverse issues in career development</b>			
May 31	Unit 12: Work-life balance (F.4.b, d, j; Sect 5 F.1.j, 2.j, k)	• GHJ (2014) Ch 7, 11, 15	LinkedIn
Jun 2	Unit 13: Race, class, disability, and other diversity issues (F.4.b, d, g, j)	• GHJ (2014) Ch 3 & 6	Website/Blog/Product
Jun 3	Unit 14: Gender and sexual orientation issues (F.4.b, d, g, j)	• GHJ (2014) Ch 4 & 5	Module 4 Reading Cards
Jun 7	Unit 15: Closure in career counseling	• GHJ (2014) Ch 18	<i>Counseling Exercise</i>
June 11			<b>Build Your Brand Portfolio Video</b>

## 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 P) for the departmental and college accreditation reporting.

### Attendance, Preparation, and Participation

Students will be expected to participate fully in online discussions, complete all reading, and submit all assignments by their respective due dates. Assignments that are not submitted (uploaded to Blackboard in the designated areas) by the due date will avoid deduction if submitted before I grade. Cases of *extreme emergency* should be discussed with me. Assignments are due by 11:59pm on designated due date. Assignments may always be submitted early.

### Unit Reading Card (in place of module quizzes)

Each learning module will include reading cards over the text and supplementary readings. Up to 6 points will be awarded for each module reading card set. Complete the assigned readings for each unit and prepare 4 questions for each chapter. The questions should be written in multiple-choice format and provide the page number of the textbook where the correct answer is found. For example, Module 1 has three chapters, therefore you should create a total of 12 questions for this module. You will then post these to the appropriate Blog titled Module Reading Card. For Module 3 you will include at least two links that you can use with a client on the following identified topics (see schedule). 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). You are welcome to save all of your questions for the entire course in one word document for your future comprehensive exam studies. I also encourage you to copy and paste your peers questions from each unit - use their questions as a resource as well!

(CACREP F.1.h; 4.a-j; Sect 5 F.1.d, 2.j, k; G.1.c, 2.c, 3.e, g, j).

### Build Your Brand - Be a Brand not an employee Portfolio (See App A for Rubric)

Build your Brand Portfolio will include a combination of items and activities that will be combined into a single portfolio and submitted in a Portfolio video as well 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.

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 (see Appendix A for rubric; CACREP F.1.h; 4.a-j; Sect 5 F.1.d, 2.j, k; G.1.c, 2.c, 3.e, g, j):

### Career Development 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. In this exercise, you will learn about some of the events that have influenced your personal and career development. Our lives in many ways reflect the events that have happened in our growing up. Some events force us in one direction, while others may cause us to resist move in an opposite direction. It is important when planning your future to take a look at your history. Make a list of the people, places and events that have been important in shaping your life. Looking at old photographs, talking to your family and old friends may assist you in recalling the major events from your past. Some significant things you might include are: childhood events, starting school, moving, close friends, deaths, births, marriage, divorce, accomplishments, jobs you may have had, etc.

Draw a line or create a short powerpoint that represents your life and the major events in it. Mark the lineup for events that represent high points in your life and mark the line down for events that represent low points. Write the names of significant people or events at different stages of your life. Write a brief description of the significant events and note how old you were when they occurred. Also, include a hypothetical future that you anticipate or desire.

Prepare a 3-minute (maximum) video in which you show us your lifeline and discuss the following questions

- What influence did the people and events you included on your lifeline have on your life?
- How do you think these events have influenced your career decisions?
- What was it like constructing your own lifeline? How did it feel to present it to others?

Review at least 3 of your peers' videos and share your key reactions, what you have in common and notable differences.

### Autobiography Powerpoint & Video -

To get you thinking ahead, provide a one-page basic outline addressing the following points in your powerpoint portfolio introduction (bulleted list is fine). You can use this as a guide when you present yourself via video (see the media site document for more details about recording your video). Include the following in your final video (may be bulleted notes).

1. **Basic Info:** Name, job title & company if currently working and photo.
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.

7. **Brainstorms:** 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.

Take an opportunity to 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

8. **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 (VIPW). Complete at least one assessment in each of these areas. PathwayU is free to WKU students and provides the ability to take all four of the assessments and research potential career options that fit your VIPW.

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.

- a. Go to the WKU Link: <https://wku.pathwayu.com/>
- b. Under the Assessment Tab, take each of the four Career Assessment Tests to explore your VIPW.
- c. Review your results; they can be viewed individually to understand the assessment as well as your particular findings. Additionally, review your composite score
- d. Include in your powerpoint a brief summary of your findings with the following:
- e. 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?
- f. 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?
- g. 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?
- h. 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)?

## Résumé, LINKEDIN, Blog, Website & 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/branding 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/branding tools to give you practice in helping others (see Appendix B for rubric).

1. Create or update your personal resume and provide copies of your resume to each of your group members (I will assign group members by week 2 of the course); 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.

**LinkedIn, Blog & Websites** are all tools to be used to help you and your future clients move out of the "employee mindset" and to a "branding mindset"

I have been in process of developing my "branding mindset", so we will learn this together! I have created a short video and powerpoints to share with you all in this course. The videos will also guide you through the process of:

- Creating a LinkedIn profile and utilizing all features – (i.e. upload resume)
- Create a Blog, Website or Product (begin searching and learning sites such as wordblog press, godaddy.com, or wix.com)

– In the video I offer you information on this amazing process of building your brand and getting people addicted to what you are gonna do next !!!!!!!

## 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.

### 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%

Assignments	Points
Attendance & participation	12
Module Reading Cards	24
Build Your Brand*	36
Counseling Exercise	28
<b>Total Points Possible</b>	<b>100</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 prospective 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.

### BUILD YOUR BRAND PORTFOLIO RUBRIC

Requirements	Inconsistently or rarely meets expectations 1	Somewhat meets expectations 2	Meets expectations 3	Exceeds expectations 4
<b>Autobiography Introduction</b>	Ineffectively provides personal career experiences and misses aspirations and/or goals.	Somewhat provides personal career experiences and at least 2 aspirations and goals.	Adequately provides personal career experiences and at least 3 aspirations and goals.	Effectively provides personal career experiences and at least 4 aspirations and goals.
<b>Self-Assessments (VIPS)</b>	Completes only 1 of the 4 assigned assessments.	Completes 2 of the 4 assigned assessments.	Completes 3 of the 4 assigned assessments.	Completes 4 of the 4 assigned assessments.
<b>Lifeline</b>	Includes 1-2 key events and career-related decisions that affected your life experiences, choices, and themes.	Includes 3-5 key events and career-related decisions that affected your life experiences, choices, and themes.	Includes 6-8 key events and career-related decisions that affected your life experiences, choices, and themes.	Includes 9 or more key events and career-related decisions that affected your life experiences, choices, and themes.
<b>Brainstorm</b>	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>	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>	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>Linked- In Profile</b>	Profile provides inconsistent or no information to viewers and future employers and included little or no detail to the uniqueness of you and your brand.	Profile provides minimal information to viewers and included a minimal detail to the uniqueness of you and your brand.	Profile provides useful information to viewers and included basic detail to the uniqueness of you and your brand.	Profile provides detailed information and included thorough detail to the uniqueness of you and your brand.
<b>Blog Website or Product</b>	Provides no proof of blog or site with no professional information, provides limited communication for the required questions and includes missing any additional points/highlights tailored to the specialness of your brand; may be missing basic information	Provides proof of blog or site with some professional information, provides limited communication for the required questions and includes at least 2 additional points/highlights tailored to the specialness of your brand; may be missing basic information	Provides proof of blog or site with appropriate professional information, provides adequate communication for the required questions and includes at least 3 additional points/highlights tailored to the specialness of your brand.	Provides proof of blog or site with appropriate professional information, provides effective communication for the required questions and includes at least 4 additional points/highlights tailored to the specialness of your brand.
<b>Counseling Exercise</b>	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 B 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>				

