SEATTLEU
COLLEGE OF EDUCATION

SCHOOL COUNSELING

Preparing diverse, ethical, reflective, and clinically skilled counselors

to be multicultural and social justice leaders and advocates.

Career Counseling – COUN 5120

SYLLABUS | Fall Quarter 2022

Graduate Bulletin Description: Studies career development throughout life. Exploration of models and theories of career development and forces that shape career decision making from preschool through retirement. Includes sources of career information relevant to educators, human resource specialists, and counselors.

Course Purpose: To help students understand career development theories and approaches, learn to utilize career assessments, access career information, and examine the impact of career on the lives of individuals with whom they will be working, as well as reflect on their own personal/professional career development.

Course information

Course code: COUN 5120
Credits: 3
Location: Hunthausen 100

Instructor information:

Phone:
Email:
Office Hours:

Text & Materials

Required Texts, Reading Materials, and Technology

Career and College Readiness Counseling in P–12 Schools, 3rd Edition

Curry, Jennifer R., PhD, NCC | Milsom, Amy, DEd, LPC-S, NCC

Other Readings:

Additional readings assigned by the professor are made available on Canvas

Technology:

Students must have a laptop/desktop as well as access to the internet. All students are expected to be proficient with technology. This includes ability to use Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS (SU's learning management system), Microsoft Teams, and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail servicedesk@seattleu.edu or visit http://www.seattleu.edu/its/ for assistance with SU technology.

Course Rationale: Professional Standards

CACREP Standards

Section II: Professional Counseling Identity

E. Current counseling-related research in the curriculum.

F. The eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. Each of the lettered standards listed below is covered in the curriculum.

2. SOCIAL AND CULTURAL DIVERSITY
   - a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   - c. multicultural counseling competencies.
   - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
   - f. help-seeking behaviors of diverse clients
   - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

4. CAREER DEVELOPMENT
   - b. theories and models of career development, counseling, and decision making
   - c. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

- d. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- e. approaches for assessing the conditions of the work environment on clients' life experiences
- f. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- g. strategies for career development program planning, organization, implementation, administration, and evaluation
- h. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- i. strategies for facilitating client skill development for career, educational, and life-work planning and management
- j. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- k. ethical and culturally relevant strategies for addressing career development

7. ASSESSMENT AND TESTING
    - a. methods of effectively preparing for and conducting initial assessment meetings
    - i. use of assessments relevant to academic/educational, career, personal, and social development
    - m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Course Objectives and Key Performance Indicators

- Students will apply knowledge of career development theories in culturally appropriate ways to help clients make informed career decisions.
- Students will be knowledgeable of current counseling research in career counseling.
- Students will be able to think critically about ethical and legal considerations relevant to career counseling.
- Students will be able to describe career development program planning, organization, implementation, administration, and evaluation.
- Students will be knowledgeable about using technology to support career counseling and planning.
- Students will be knowledgeable about assessment instruments and techniques that are relevant to career planning and decision making.
- Demonstrate the knowledge, skills and awareness necessary to effectively provide career counseling and interventions in P–12 settings.
- Articulate the importance of providing assessment results and use sound evaluation procedures.
- Explain to teachers, administrators, and parents how to promote career development in the school environment, classroom, and at home.

Office Hours

Office Hours are by appointment only.

Office Hours are on **Teams** and can be accessed through the Teams link in our Canvas course.

Response Times

The best way to reach me is to use **email or text.** I will check my Seattle University email regularly. You can email me at any time. You can expect a response within 2 business days.

Methods of Instruction

Change in Delivery of Instruction
SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, education resources, community resources, and multimedia material; (e) small-group and whole-class discussion, and (f) the use of multimedia.

Assignments

All assignments information can be found in the Canvas course. I will publish two modules at a time so you can look ahead and prepare for the next week. There is a breakdown of types of assignments and point distribution below.

Student Performance Evaluation Criteria and Procedures

Assignment	**CACREP Standard**	**Points Possible**
Class Attendance and Participation	F.2. a,c,d,f,h F.4. a-j	20
Written Reading Reflections	F.2. a,c,d,f,h F.4. a-j	30
CNN Education in America: Don't Fail Me Now – Video Review & Reflection	F.2. a,c,d,f,h F.4. a-j	10
Career Personality Test	F.2. a,c,d,f,h F.4. a-j F.7 a, i, m	20

Assignment	CACREP Standard	Points Possible
Strong Interest Inventory	F.2. a,c,d,f,h F.4. a-j F.7 a, i, m	20
Career Assessment Interview (summative)	F.2. a,c,d,f,h F.4. a-j F.7 a, i, m	30

Total Points: 130

Point scale	Letter grade	Point scale	Letter grade
94% and higher	A	74% - 76%	C
90% - 93%	A-	70% - 73%	C-
87% - 89%	B+	67% - 69%	D+
84% - 86%	B	66% - 63%	D
80% - 83%	B-	60% - 63%	D-
77% - 79%	C+	0% - 59%	F

A grade of ‘B’ or better is required to pass a course. Students who earn less than a ‘B’ will be required to repeat the course. Repeating a course may delay a student’s program of study.

SCHEDULE OF COURSE ACTIVITIES

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
9/21 Class #1	Introduction to Career Counseling Overview of textbooks & syllabus	*Introduction *Setting goals *Syllabus review *How to Escape Education's Death Valley – Video & Discussion *Questions and feedback	D 1-6 F.2. a,c,d,f,h F.4. a-j	Class attendance & participation
9/28 Class #2	History, theories & post-secondary plans	Curry & Milsom Ch1&2 Watch CNN Video	F.2. a,c,d,f,h F.4. a-j	Reading reflection due CNN Video and Reflection Due
10/05 Class #3	Professional preparation & cultural considerations	Curry & Milsom Ch3&4	F.2. a,c,d,f,h F.4. a-j	Reading reflection due
10/12 Class #4	Assessment, evaluation & curriculum development	Curry & Milsom Ch5&6	F.2. a,c,d,f,h F.4. a-j F.7 a, i, m	Reading reflection due Career Personality Test Paper Due

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
10/19 Class #5	Career & college readiness: elementary school	Curry & Milsom Ch7-9 Jigsaw Groups	F.2. a,c,d,f,h F.4. a-j F.7 a, i, m	Reading reflection due Strong Interest Inventory Paper
10/26 Class #6	Career & college readiness: middle school	Curry & Milsom Ch10-11 Jigsaw Groups	F.2. a,c,d,f,h F.4. a-j	Reading reflection due
11/02 Class #7	Career & college readiness: high school	Curry & Milsom Ch12-15 Jigsaw Groups	F.2. a,c,d,f,h F.4. a-j	Reading reflection due
11/09 Class #8	In class summative assignment presentations	Summative	F.2. a,c,d,f,h F.4. a-j F.7 a, i, m	All summative assignment videos due
11/16 Class #9	In class summative assignment presentations	Summative	F.2. a,c,d,f,h F.4. a-j F.7 a, i, m	

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
11/23 No Class/ Thanksgiving Break	No Class / Thanksgiving Break	No Class / Thanksgiving Break (Nothing Due)	None	None
11/30 Class #10	Class wrap up discussion / final thoughts and questions		F.2. a,c,d,f,h F.4. a-j	Due: Summative Assignment paper
12/7 Finals Week	No Class I will accept office hour appointments to answer any final questions, consultation and discussion. Please let me know if you'd like to schedule an appointment.	None	None	None

Career Assessment Interview Summative Assignment_(30 Points)

The Career Assessment Interview summative assignment is used to determine student knowledge and skills in the Career Development CACREP core area. Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty.
Such students are either placed on a developmental plan or dismissed from the program.

Evaluation Process

The professor will complete the following rubric to assess student career knowledge and skills. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
27-30	Mastery	4	Able to perform at a high level without supervision on a consistent basis
24-26	Proficient	3	Able to perform without supervision on a consistent basis
21-23	Developing	2	Able to perform with supervision on a consistent basis
18-20	Beginning	1	Able to perform with supervision on a inconsistent basis
17 and below	Inadequate	0	Unable to perform with supervision

Directions: You will be required to meet with a 'client' and conduct a career counseling session. The 'client' will be required to fill out either the Strong Interest Inventory (SII) or the Myers Briggs Type Indicator (MBTI) before meeting with you; during the session you will provide feedback to the client regarding the results of the formal assessment(s). In addition to reviewing the results of the assessment to help the client better understand their career decision-making in light of their interests or personality type, you are also required to integrate one additional theory (but not Holland's theory) and any corresponding techniques (e.g., SCCT; HLT; life-design, etc.). For example, after discussing with the client the results of the SII, you use SCCT to explore the client's self-efficacy beliefs related to their current career goals, as well as possible perceived barriers standing in the way of reaching their goals. In sum, use one of the theories besides Holland's in your session. ***Please make sure to record your session.*** You will present the video of your session to the class and you will receive group feedback. The grading scale includes your paper as well as your video session.

After you've conducted your session, describe in 4+ pages (double spaced) how the session went from your perspective; include in your summary:

- The thoughts, feelings and physical reactions you experienced during the session, be specific, reflect critical awareness of what you experienced.
- Which theory/techniques seemed to work the best? Why do you think they worked well?
- What didn't work so well? Why do you think they didn't work so well?
- What in hindsight could you have done differently, i.e., what could you have tried (a different theory? a different technique?) that might have worked more effectively? (Be specific in your answer).
- Based on your self-assessment, what were your areas of strength and what do you need to work more on?
- Your paper will be evaluated based on the provided rubric above (a more detailed rubric is found on page 15.

Formatting & Submitting Assignments

All work will be submitted via the Canvas course. Details about submission type are included in the assignment descriptors. Typically, it will be a document submission that is limited to doc and docx documents. Further details will be in the assignment descriptors.

APA Style

For the SC program it is expected that all your in-text citations and your list of references follow the *APA Publication Manual* (7th edition) since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. To help you, you can use Purdue University's Online Writing Lab (OWL) pages on APA, and if you're having difficulty, arrange to meet with me and we can go over any trouble-spots together.

Academic Integrity Tutorial

Please familiarize yourself with the university's academic integrity policies by visiting the Resources for Students page in the university's Academic Integrity website where you will find the Academic Integrity Tutorial.

Assignment Deadline Policies

Assignments must be submitted by the set deadlines. Since professors block out times in their schedules specifically for grading your work, the program faculty have established a policy of not accepting late

work. We also understand, however, how demanding your work and school and life are as well. As such, we do allow late work to be accepted with a 10%/day grade reduction (including weekends). The deduction will be taken from the maximum number of points available on the assignment. Exceptions or extensions or modifications to these penalties may be made only in the event of rare and extenuating circumstances. Every effort should be made to let your professor(s) know about your extenuating circumstances before the assignment is due. Any assignment submitted three days after the due date will receive zero points.

Attendance is required. Missing more than one class in the summer term and two classes in the academic term will result in failing the course.

Discussion Posting Deadline Policies

If there are discussion postings, there will be a 10% deduction off the total discussion points possible (rounded to the nearest half point) for each day late on any submission of a main post or a response post. No credit will be given for main or response posts made three days after they are due.

Workload in this Course

Allow yourself at least 9 hours a week for this course for a.) taking in content such as readings, lectures, videos, website visits, etc. and b.) for the weekly activities such as assignments and discussions. I have tried to ensure that the workload is evenly distributed throughout the course but there will always be some variation. In weeks that are lighter, I suggest that you get a head start on upcoming large assignments. Reminders for these upcoming assignments are at the bottom of the first page in each module and I will remind you as well in my weekly wrap-ups. In acknowledgement of your busy lives, I do not hide upcoming work in this course, so please look ahead and plan accordingly.

Key Performance Indicators and Professional Counselor Dispositions

Key performance indicators are used to determine student knowledge and skills needed to prepare students to become effective social change agents for a just and humane world. Summative assignments are used determine students' ability to master key knowledge and skills. Students must earn scores of 3 or above to progress in the program on summative assignments and professional dispositions.

CACREP Curricular and Specialty Areas	Course/Exam	Summative Assignment	0	1	2	3	4
Professional Coun. Orn. & Ethical Practice	C5080	Ethical Decision-Making					
Social and Cultural Diversity	C5130	Cultural Interview/ Immers					

Human Growth and Development	C5070	Final Paper					
Career Development	C5120	Career Assess. Interview					
Counseling and Helping Relationships	C5100	Clinical Assessment I					
	C5510	Clinical Assessment II					
Group Counseling and Group Work	C5170	Group Proposal					
Assessment and Testing	C5270	Test Interpretation					
Research and Program Evaluation	E5000	Research Design					
Foundations of CMHC	C5580	CMHC Observ. & Interview					
Contextual Dimensions of CMHC	C5650-5670	Advocacy Project					
Practice of CMHC	C5640 & 5650	Clinical Assessment III & IV					
Foundations of School Counseling	C5090	SC Observ. & Interview					
Contextual Dimensions of School Counseling	C5550-5570	Advocacy Project					
Practice of School Counseling	C5540 & 5550	Clinical Assessment III & IV					
CACREP Areas	Exam	CPCE					

Professional dispositions are used to determine a student's fit for the profession. CACREP defines dispositions as "commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student's attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately
2. Listening: Listens to others
3. Cooperativeness: Cooperates with others
4. Feedback: Able to receive and integrate feedback
5. Respect: Demonstrates respect for others in a non-judgmental way.
6. Self-awareness: Awareness of own impact on others
7. Conflict: Appropriately handles conflict with others
8. Personal responsibility: Takes personal responsibility
9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics

10. Motivation: Takes initiative to complete tasks
11. Multiculturalism: Accepting of social and cultural diversity
12. Social Justice: Attitudes and behaviors promote a just world

Diversity, Equity, and Inclusion

The counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based strategies. Students are encouraged to use language and communication that is affirming and culturally respectful to engage in reflection in our diversity-rich.

Academic Resources to Support Your Learning

I encourage you to explore the services below and to work on the assumption that you'll always be developing some new strategies that will help you become a more flexible learner. You can find many of the resources below on the Library & Learning Commons website.

- **Writing Center:** The Seattle University Writing Center supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. You can schedule an appointment and select an available modality through https://seattleu.mywconline.com/

- **Learning Assistance Programs:** The Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. They offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit the website or e-mail them at learningassistance@seattleu.edu for the most updated information about accessing services.

- **Research Services:** Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics. To learn more, or for assistance via chat/phone/email, check out the Ask a Librarian page or book a Virtual Consultation online.

- **Math Lab:** The Math Lab offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit the website for more information.

- **English Language Learning Center:** The English Language Learning Center (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit the website.

- **Support for Remote Learning:** Remember to review the online tutorial that the Center for Digital Learning and Innovation has created to support your remote learning experience.

University Policies

- **Support for Students with Disabilities**: Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include "invisible disabilities," such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery ("long-COVID"), if a health care provider determines it is a chronic health problem. If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

- **Notice Regarding Religious Accommodations**: It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, *Policy on Religious Accommodations for Students*.

- **Office of Institutional Equity:** Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit the Office of Institutional Equity. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity by email: oie@seattleu.edu or phone: (206) 296-2824.

A full list of academic policies can be found on the Registrar's Academic Policies page.

Make sure you understand the following:

- **Academic Integrity Policy**
- **Academic Grievance Policy**
- **Professional Conduct Policy**