



COUN 5370: CAREER COUNSELING ACROSS THE LIFESPAN

Semester, Fall- Year 2017

COURSE PREFIX AND NUMBER is a required course for DEGREE PROGRAM/CERTIFICATION PROGRAM

College of Education, Department of COUNSELOR EDUCATION

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Class Format: ONLINE COURSE

Course Description: This course is designed to assist the counselor in developing and initiating a comprehensive career education/counseling program. A study is made of the world of work as well as the dynamics and developmental aspects of vocational choice and problem resolution strategies. Emphasis is also placed on the use of occupational information, test scores, personal data, grades, and other pertinent information in working with students individually and in groups.
Prerequisites: COUN 5397

Textbooks:

Sharf, R. S. (2013). Applying career development theory to counseling, 6th Edition. Belmont, CA: Brooks/Cole, Cengage Learning. ISBN-13: 978-1-285-0754-0

Course Objectives: The following objectives will be met during this course:

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: CACREP = CA; NCATE = NC; SBEC = SB
a. Theories and models of career development, counseling, and decision making	Textbook readings and class discussions, presentations	Written exams	CA – 2.F.4.a NC - 3.3 SB – 1.3

b. Approaches for understanding the interrelationships among and between work, mental well being, relationships, and other life roles and factors	Career genogram, Vocational autobiography. Discussion boards, Reflection assignments	Quality and thoroughness of genogram and relationship to theory	CA – 2.F.4.b NC – 7.1; 7.4 SB - IV
c. Processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	Textbook readings, class discussions, & use of career information resources	Written exams, evidence of use of on-line resources, portfolio, Reflections on readings.	CA – 2.F.4.c NC – 9.1 SB – VI.2
d. Approaches for assessing the conditions of the work environment on clients' life experiences	Career genogram, Vocational autobiography	Quality and thoroughness of genogram and relationship to theory	CA – 2.F.4.d
e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Textbook readings, class discussions, & use of career information resources	Written exams; evidence of textbook readings, on-line discussions, & use of career	CA – 2.F.4.e NC – 9.1 SB – VI.2
f. Strategies for career development program planning, organization, implementation, administration, and evaluation	Design a career guidance & counseling intervention strategy	Soundness and relationship to theory, Development of vocational biography.	CA – 2.F.4.f NC – 2.1 SB – III
g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Textbook readings and class discussions, presentations	Class examinations and level of participation in on-line discussions and research assignment.	CA – 2.F.4.g NC 7.4 SB – I.12

h. Strategies for facilitating client skill development for career, educational, and life work planning and management	Design a career guidance & counseling intervention strategy	Soundness and relationship to theory, application to reflection and discussion questions.	CA – 2.F.4.h NC – 2.1 SB – III
i. Methods for identifying and using assessment tools and techniques relevant to career planning and decision making	In-class assessment using Holland's code and MBTI	Participation in exercise and on-line assessment	CA – 2.F.4.i NC – 2.1 SB – II.7
j. Ethical and culturally relevant strategies for addressing career development	Textbook readings and class discussions	Case studies, Textbook readings and on-line assignments.	CA – 2.F.4.j NC – 1.7 SB – VI; I.8

CACREP 2016 Standards: <http://www.cacrep.org/wp-content/uploads/2017/07/2016-Standards-with-Glossary-7.2017.pdf>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:
http://www.shsu.edu/~edu_edprep/

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: gaining factual knowledge (terminology, classifications, methods, trends); learning fundamental principles, generalizations, or theories)

Important: learning to analyze and critically evaluate ideas, arguments, and points of view

Course Outline

Course/Instructor Requirements:

1. Students are responsible for reading the textbook and outside readings as assigned. Examinations will be primarily based on textbook reading assignments.
2. Students will learn about the developmental processes and counseling strategies in career counseling by actively participating in class discussions, practice activities, and demonstrations. Ethical issues and multicultural considerations will be emphasized as they apply to the context of career counseling.
3. Students will provide a thoughtful answer to each discussion board question and make responses to two classmates answers for each question. Due dates will be posted with the question. (Refer to course schedule and DAILY CONVERSATIONS for instructions.)

Assignments:

1. Reflective Journal: You will respond to these reflective questions in a context that is addressed entirely to the professor and will not include discussions with your group members. (General guidelines are included under- DAILY CONVERSATIONS trait 1 and 2.)
2. Students will read and create article abstracts on five professional counseling journal articles. Directions are given under “Journal Abstract / Critiques”. You will also write a summary paper that synthesizes your learning from the reviewed articles.
3. Students will complete a professional portfolio as assigned by the professor.
4. Students will complete three examinations. The content will include information from both the text and relevant postings. The exam questions will include multiple choice and essay questions. Multiple choice questions will require you to apply principles and applications of textbook materials. Be sure that you have read and seriously studied the textbook materials BEFORE you attempt to take the examinations.

Grades

Evaluation:

Reflective Responses (11) 72 points
Discussion Boards (10) 30 points
Article Abstracts (6) 56 points
Professional Portfolio 20 points
Examinations (3) 350 points
TOTAL POINTS 511 POINTS

Grade Determination:

A = 460 – 511
B = 408 – 459
C = 356 – 407
D = 355 and below

Schedule

PROVIDE AN OUTLINE OF COURSE ACTIVITIES, INCLUDING ASSIGNMENT DUE DATES

Sam HoustonTM

STATE UNIVERSITY

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

- 1) Students are permitted to miss one class (3 hours during fall and spring) with no penalty, but a call to the professor of the class is expected beforehand.
- 2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
- 3) A drop of a letter grade will occur for each subsequent absence.
- 4) Repeated lateness will count towards an absence.

Course Expectations

Late assignment policy: All assignments must be turned in “complete”. For late assignments, extra time may be “purchased” at the rate of 5 percent off the total assignment grade, per day, after 6:00 P.M. on the day the assignment is due, and bought at an additional 5 % daily up to 6 days. If the instructor notices something is missing and an assignment is deemed incomplete, grade deductions are retroactive to the original due date. If late more than 6 days, the assignment score will be 0. Any missing assignments must be completed, even if not turned in until after a 6 day delay. If, at the end of the semester, one or more assignments have not been turned in “complete”, or requirements have not been met, the student will be assigned the letter grade of F for the class.

Deductions for Lack of Professionalism

Professionalism concerns your behavior inside or outside of class in situations associated with the counseling program. Behavioral concerns may include one or more of the following: frequent tardiness and/or absences; texting and/or talking in class; unethical actions; lack of involvement in reflection; disrespectful behavior towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direct intervention.

If concerns arise regarding your lack of professionalism, the instructor will first address such concerns with you directly. If concerns regarding lack of professional persist beyond this point, the instructor may take one or more of the following actions:

- Point deduction from final grade
- Bringing concerns to counseling faculty to discuss further appropriate action

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.