

COUN 5370 is a required course for the Master Degree in Counseling
College of Education - Department of Educational Leadership and Counseling

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Required Text:

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 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: CNE 597.

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
Standards Matrix:

| Objectives/Learning Outcomes | Activities (* indicates field-based activity) | Performance Assessment | Standards: CACREP = CA NCATE = NC SBEC = SB |
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| 1. Career development theories and decision-making models. | Textbook readings and class discussions, presentations | Written exams | CA - K4a NC - 3.3 SB – 1.3 |
| 2. Career, a vocational, educational, occupational and labor market information sources, visual and print media, computer-based career information systems, and other electronic | Textbook readings, class discussions, & use of career information resources | Written exams, evidence of use of on-line resources, portfolio, Reflections on readings. | CA – K4b NC – 9.1 SB – V1.2 |

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| career information systems. | | | |
| 3. Career development program planning, organization, implementation, administration, and evaluation. | Design a career guidance & counseling intervention strategy | Soundness and relationship to theory,application to reflection and discussion questions. | CA – K4c NC – 2.1 SB – III |
| 4. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development. | Career genogram, Vocational autobiography. Discussion boards, Reflection assignments | Quality and thoroughness of genogram and relationship to theory | CA – K4d NC – 7.1; 7.4 SB - IV |
| 5. Career and educational planning; placement, follow-up, and evaluation | Design a career guidance & counseling intervention strategy | Soundness and relationship to theory,Development of vocational biography. | CA – K4e NC – 2.1 SB – III |
| 6. Assessment instrument and techniques that are relevant to career planning and decision making | In-class assessment using Holland's code and MBTI | Participation in exercise and on-line assessment | CA – K4f NC – 2.1 SB – II.7 |
| 7. Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites | Textbook readings, class discussions, & use of career information resources | Written exams; evidence of textbook readings,on-line discussions,& use of career information resources. | CA – K4g NC – 9.1 SB – VI.2 |
| 8. Career counseling processes, techniques and resources, including those applicable to specific populations | Textbook readings and class discussions, presentations | Class examinations and level of participation in on-line discussions and research assignment. | SB – I.12 |
| 9. Ethical and legal considerations | Textbook readings and class discussions | Case studies, Textbook readings | CA – K4j NC – 1.7 SB – VI; I.8 |

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| | | and on-line assignments. | |
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**Web addresses for specialty organization,
Council for the Accreditation of Counseling and Related Education Programs (CACREP)
standards: <http://www.cacrep.org>**

**SBEC (Standards for the School Counselor Certificate):
[http://info.sos.state.tx.us/pub/plsql/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc](http://info.sos.state.tx.us/pub/plsql/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc)**

NCATE: <http://www.ncate.org>

Course 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 related to 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.)

4.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.)

5.Students will read and create article abstracts on four professional counseling journal articles. Directions are given under “Journal Abstract / Critiques”, You will also write a summary paper that provides a synthesis of your learnings from the four reviewed articles.

6. Students will complete a professional portfolio as assigned by the professor.

7.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.

Evaluation:

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| Reflective Responses (11) | 56 points |
| Group Discussion Boards (10) | 33 points |
| Article reviews | 46 points |

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| Professional Portfolio | 20 points |
| Career Assessment | 10 points |
| Examinations (3) | 350 points |
| TOTAL POINTS | 515 POINTS |

Grade Determination:

A = 515-464

B = 463-412

C = 411-360

D-F = 359-below

Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>
Students with disabilities policy:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

| Week | Readings | Assignment Due Date |
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| Week 1 | Syllabus | Introduction 1-22, Assessment 1-22 |

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| Week 2 | Unit #1 - Chapter 1 | Discussion #1, Initial 1-23, responses 1-29 |
| Week 3 | | Discussion #2, Initial 2-1, responses 2-3, Chapter 1 Reflection 2-6 |
| Week 4 | Chapter 2 and 3, Review chapter 2 Powerpoint | Discussion #3, Initial 2-8, responses 2-10 Discussion #4, Initial 2-12, responses 2-14 |
| Week 5 | | Chapter 2, 3 reflection 2-18 |
| Week 6 | Chapter 4, Review PowerPoint | Discussion #5, Initial 2-20, responses 2-22 Chapter 4 Reflection 2-25 Article Review #1 2-27 |
| Week 7 | Chapter 5, Review PowerPoint | Discussion #6, Initial 2-28, responses 3-3 Chapter 5 reflection 3-4 |
| Week 8 | | Exam #1 3-8 |
| Week 9 | Unit #2 - Chapter 7, Review PowerPoint | Discussion #7, initial 3-22, responses 3-24 Article Review #2, 3-19 |
| Week 10 | Chapter 9, Review PowerPoint | Discussion #8, initial 3-26, responses 3-29 |
| Week 11 | Chapter 9 and 10, Review PowerPoint | Discussion #9, initial 4-2, responses 4-4 Chapter 10 reflection 4-7 |
| Week 12 | | Exam Unit #2 4-12 |
| Week 13 | Unit 3 - Chapter 11, Review PowerPoint | Chapter 11 reflection 4-16 Discussion #10, initial 4-18, responses 4-20 Article Review #3 4-19 |
| Week 14 | Chapter 12,13, Review PowerPoint | Chapter 12 reflection: career genogram/autobiography 4-25 Chapter 13 reflection 4-27 Portfolio 4-28 Article Review #4 4-24 |
| Week 15 | Chapter 14, 15, Review PowerPoint | Discussion #11 initial 4-30, responses 501 Chapter 12 reflection 5-7 |
| Finals Week | | Exam #3 5-9 |