TENNESSEE TECH UNIVERSITY
College of Education
Counseling and Psychology

DEPARTMENT OF COUNSELING AND PSYCHOLOGY
COUN6410 Career Development
Summer 2021
Course Syllabus

Course Description

From the Graduate Catalog: "Types of information for counseling; community resources; principles and techniques of career planning"
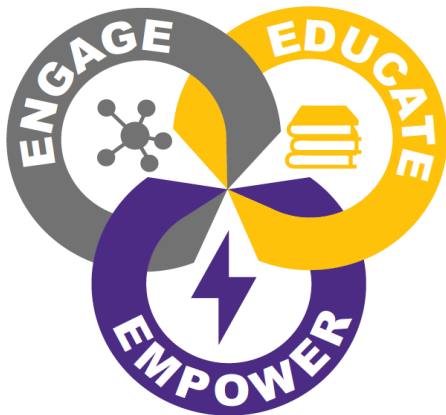
Instructor & Course Information

Instructor: Chad Luke
- Office: TJ Farr 303B
- Phone: 931-372-33217
- E-mail: mailto:**cluke@tntech.edu**

Course Information
- Course Schedule: May 24-June 23
- Course Format: Livestream/WEB
- Meeting Place: Online
- Meeting Time: See iLearn for Course Schedule

Mission
The mission of the College of Education at Tennessee Tech is to provide unique and rigorous, learner-centered academic experiences for our students to achieve their highest potential as life-long learners, professionals, and citizens.

Vision
The College of Education will be an empowering force in education.

Conceptual Framework
The College of Education prepares effective, engaging professionals through a clinically rich, evidence-based program with a network of mutually beneficial partnerships.

Prerequisites

None

Texts and References

Required Textbooks for this Course
- Luke, C. (2018). *Essentials of career-focused counseling: Integrating theory, practice, and neuroscience.* San Diego, CA: Cognella Academic Publishing.
- Tennessee Tech TK20 *By TK20* Edition: 2013 Publisher: TK20 INC ISBN: 2811005030132
  - PLEASE NOTE: Many assignments are required to be submitted via the Tk20 system. Designated assignments not submitted through the system will not be graded and will therefore receive a 0.

Student Responsibilities

The following dispositions are taken from the MHC Handbook and summarize the responsibilities accepted by the student participating in this course. http://www.tntech.edu/cp/graduate-program-information/

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to asses one's own decision making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

Course CACREP Objectives/Student Learning Outcomes

Standard	Reading	Formative Assessment	Summative Assessment
2.F.4.a. theories and models of career development, counseling, and decision making	Luke Chapters 2-6	Quiz Questions for 2-6	**Final Project Module 1**
2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	**NCDA** Luke Chapter 10; Web Resources: ONET, BLS, ACINET	Quiz Questions for 10; Career genogram; vocational landscape	**Final Project Module 7**
2.F.4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	NACE Site; Luke Chapters 2-5	Quiz Questions for 2-5; Personal career assessment/plan using web resources	**Final Project Module 3**
2.F.4.d. approaches for assessing the conditions of the work environment on clients' life experiences	Luke Chapter 10	Quiz Questions for 10; Community Interviews: 1 professional in the counseling field; 1 outside of it Social Justice and Career activity	**Final Project Module 8**
2.F.4.e. strategies for assessing abilities, interests,	Luke Chapters 2-6;	Quiz Questions for 2-6;	**Final**

values, personality and other factors that contribute to career development	TTU Career Services Site	Program plan-part 1	**Project Module 2**
2.F.4.f. strategies for career development program planning, organization, implementation, administration, and evaluation	Luke Chapters 11 & 12	Quiz Questions for 11-12; Myths and realities of assessment; personal assessment	**Final Project Module 9**
2.F.4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Luke Chapter 8	Quiz Questions for 8; Career Services "Practicum" Sessions	**Final Project Module 6**
2.F.4.h. strategies for facilitating client skill development for career, educational, and life-work planning and management	Luke Chapter 13	Quiz Questions for 13	**Final Project Module 10**
2.F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Luke Chapters 2-5; 2008 Article on iLearn	Quiz Questions for 2-5	**Final Project Module 4**
2.F.4.j. ethical and culturally relevant strategies for addressing career development	**NCDA**; Luke Chapters 7 & 8; Web Resources: ONET, BLS, ACINET	Quiz Questions for 7 & 8	**Module 5**

Major Teaching Methods

Instruction will consist of readings, quizzes, discussion boards, group participation via web-conferencing, and reflection and writing assignments.

Special Instructional Platform/Materials:

A. iLearn
B. laptop/computer

Grading and Evaluation Procedures

Grading and Evaluation The following grading scale will be used to evaluate candidates' knowledge of the course.

Grading Scale

A 93 -100	Participation (Class/Videos)	25%	8-10 hrs
B 85 – 92	Reading and Quizzes	25%	20 hrs
C 77 – 84	Discussion Board Assignments & Posts	25%	10-15 hrs
D 69 – 76	Career Project -Presentation	25%	10 hrs
F <68			

Student Academic Misconduct Policy

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at Policy Central.

University Plagiarism Policy
Tennessee Tech University Student Handbook – Plagiarism (Academic Regulations)

When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an "F" or a "0" for the assignment, or an "F" for the course. http://www.tntech.edu/ttustudenthandbook/academic-regulations/

Attendance Policy

The instructor will define the policy the first day of class. Candidates are responsible for all material covered when absent.

Class Participation

Participation in class is essential to the value of the learning experience within this course. A candidate's grade may be affected negatively by low participation.

Assignments & Related Policies

- Assignments are due at the beginning of class on the due date *unless otherwise noted. Late work automatically receives a 10% grade reduction. After 3 days, I reserve the right to not accept an assignment.
- Please be vigilant in following the guidelines for assignments and activities. Grades will be affected by poorly formatted, structured or hard-to-read assignments.
- *See Appendix A for Assignment descriptions*

Assignment Format

ALL assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (APA Publication Manual, 7th ed.). Assignments not meeting these minimum standards will be returned and counted as late. Assignments submitted with grammar, punctuation, spelling, and other writing errors may be returned or left ungraded, resulting in a grade reduction or a 0. Please use the writing center on campus and proofread your work.

Additional Evaluation Areas

None

Class Plan by Weeks or Days
Please see Course Schedule below.

Disability Accommodation

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at Policy Central.

COVID-19

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech's webpage, building and facilities signage, and similar publications. The university's Return to Campus Student Handbook can be found at https://www.tntech.edu/return/index.php.
2. According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

Course Schedule - Career Development

In person day	Topic	Reading	Assignments (Due Saturday of that week at 11:59pm)
Week 1 (May 24)			
1	Introductions; Overview; Welcome! History of Career Counseling	Syllabus, 1	Quiz on CH 01
1	Counseling Theory Applied to Career Development	6	Quiz on CH 06
1	Career and Mental Health	10	Quiz on CH 10
Week 2 (May 31)			
2	Ethical Concerns in Career Counseling	7	Quiz on CH 07
2	Multicultural Concerns in Career Counseling	8	Quiz on CH 08
2	Theories of Career Development I	2	Quiz on CH 02
2	Theories of Career Development II	3	Quiz on CH 03
Week 3 (June 7)			
3	Theories of Career Development III	4	Quiz on CH 04
3	Theories of Career Development IV	5	Quiz on CH 05
Week 4 (June 14)			
4	Groups at Risk in CFC	9	Quiz on CH 09
4	K-12 in CFC	11	Quiz on CH 11
Week 5 (June 21)			
5	College and Emerging Adulthood in CFC	12	Quiz on CH 12
5	Conclusion	13	Quiz on CH 13

Final Project Due By June 24 at 11:59pm

The syllabus is necessarily tentative relative to student needs as we proceed*

**Appendix A
Assignments**

1.   PARTICIPATION

25% of final grade
Participation for this course entails completing the readings and assignments on time and attending the class lecture or viewing the video. While this may seem to be a minimal requirement for 25% of the grade, a two-week course demands a lot of time and attention, so please plan accordingly.

2.   READINGS AND QUIZZES

25% of final grade
The text for this course contains 13 chapters. For each chapter, students will create two multiple choice questions along with four answer choices. These questions and answers will be posted to iLearn by the date assigned. Please note: students must submit original questions and answers to receive credit. This will require checking iLearn to ensure that a particular question has not been submitted. ***The creation of questions is the quiz***. In creating and posting questions, please use the following convention:

Chapter 3 Question 1:
When discussing developmental theories of career counseling, the author states that these approaches are:

a. most like the development individuals move through in other areas of their lives
b. difficult to comprehend because each person's development is different
c. too focused on psychoanalytic theory to be relevant to counselors today
d. too different from the work of career-focused counseling to be useful

Correct Response: a. most like the development individuals move through in other areas of their lives

3.   DISCUSSION BOARD POSTS

25% of final grade
Students are required to complete 6 discussion board posts throughout the semester prior to attending the class in which the post is due. These posts are academic/personal reflections of the activities associated with them. 250 word maximum. Posts are due by 11:59pm on the day assigned.
See Appendix B for activities and related posts

4.   CFC FINAL PROJECT

25% of final grade – DUE June 23, 2021 at 11:59pm

Imagine that your community agency or school counseling administration has determined that career-focused counseling is a vital component of counseling. Since it has been neglected for so long in your school/agency, you have been asked to draft a career-focused counseling integrative plan that counselors can begin implementing. The follow areas must be included in your plan. ***Remember, you are creating a plan and resources for counselors who likely have not thought about career counseling this way, in a while, if ever. Use the vignette provided on iLearn as a guide in responding to specific application questions. Please submit this in a PowerPoint (or similar) presentation format. The final project must be submitted to TK20 as well as iLearn for it to be graded.**

Appendix B
Discussion Board Posts and Activities

	Activity	DB Post	Due
1	**Introductions**	Hello and why are you taking this course?	**5/24**
2	**Arguments For and Against**	identify 1) a reason that this topic should not take up a whole course in the program (and what course should replace it for you); 2) a reason that this should be a whole course.	**5/25**
3	**Career Exploration:**	Go TTU career services (virtually or in person) & complete career assessment & have one of their career counselors go over the report with you. Use the perspective that you are undecided about your future career & this is a way of finding some information. Follow through with any recommendations, as appropriate. Write a summary of your experience and post on the iLearn forum entitled "Career Exploration". Respond to at least two posts about the experience.	**5/31**
4	**Today Resume/Ideal Resume**:	Submit both copies of your resume to dropbox, and then post about your observations. Respond to at least two posts about the experience. Using the categories/prompts, as applicable, write your resume as if you are actually searching for a counseling-related position. Use Times New Roman font 12. As professionals, you have much to offer & these contributions are significant aspects of your career & personal life. Employers for the types of positions to which you are aspiring are seeking versatile, flexible, & talented people in & out of the specific profession who demonstrate leadership, civic or community involvement, & dedication. Show this in the most succinct & professional manner on your resume/vita. ***Now write the resume you would like to have in 5-10 years, including education, accomplishments, credentials, etc. You may overwrite this on the today resume if you like.***	**6/4**
5	**Movie…Career**:	Select a movie, television show, or social media-based content that has some career related theme or work scenes that pose dilemmas for the character(s)- this is open for interpretation, so be creative. Explore ways that you would address it/them if you were a counselor working with this person(s) on career issues. Offer a very brief synopsis. What model would be most applicable & why? How might you use this movie/show when working with a client? Write a summary of both the movie/show and your response to the above items. Post to iLearn under "Movie…Career". Respond to at least 2 other posts.	**6/4**
6	**Local Resources:**	Now locate and visit the career resource center for your city/town, county, region or state. Describe what you saw, heard and felt. Would you refer a client or loved one there? Respond to at least two posts about the experience. *please use your discretion regarding health and safety; if necessary, visit their website and prepare a summary of their resources and your perception of them.	**6/11**
7	**Informational Interview:**	This exercise represents one of the most powerful tools in career counseling. Interview a school or mental health counselor who has been in his/her profession for at least 3 years. If you are a pre-prac or internships student, use this to reach out to a desired, potential site. Discuss the ways in which he/she had made decisions about pursuing that particular career. a. How & from whom did he/she gather information about this career? b. What is his/her level of satisfaction in this career? c. What are the concerns he/she has about the career & some of the struggles? d. How does this career fit his/her family & personal life? e. Are there some impediments from the job to home life or home life to job?	**6/18**

	f. What recommendations would he/she give to someone thinking about this career? g. What does the future look like for him/her in this career? h. What are changes in the field & the opportunities for advancements? Write a summary of your meeting and post on iLearn. Discuss the impressions you left the meeting with. Respond to at least 2 other posts. Describe and discuss. Respond to at least two posts about the experience.	
8 **Wrap Up**	Brief discussion of what you will take from the course: what worked and what didn't?	**After submitting final**

Appendix C
Directions for Final Project

Module & Due Date	Standard	Component	Description	Resources
Module 1	**II.G.4.a**	Theories and models of career development, counseling, and decision making	Briefly summarize three that may fit into your setting. Discuss why you chose them and how you might implement them into career-focused counseling.	Luke 2-5
Module 2	**II.G.4.e**	Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Identify and discuss at least 5 career-related instruments, their purpose, their use, and how you might use the results. In particular, discuss why the instruments described are preferable (or not) to an interview.	Luke 2-5
Module 3	**II.G.4.c**	Career, avocational, educational, occupational and labor market information resources, and career information systems	Career-focused counselors cannot possible know every resource available. Therefore, create a "cheat sheet" of resources (web, print, other), a description and relative value of the resources, and link or location. Begin with www.careeronestop.org	**NCDA**; Luke 2-5
Module 4	**II.G.4.i**	Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Not all assessments fit every client. Using the case vignette, determine appropriate assessments and a rationale for each.	Luke 2-5
Module 5	**II.G.4.j**	Ethical and culturally relevant strategies for addressing career development	Because career counseling is *real counseling*, all the standard considerations for diversity are essential.	Luke 7, 8
Module 6	**II.G.4.g**	Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	How do counselors "do" career-focused counseling with members of underrepresented groups? Start with the basics of helping, and extend to 10 techniques, interventions, or approaches. List, describe and discuss.	Luke 8
Module 7	**II.G.4.b**	Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	This is the crux of career-focused counseling: identifying the ways career issues intersect with other domains of life, including mental health. This is actually your rationale for the plan you are proposing. Identify 5 resources/references that highlight the overlap. Use scholarly publications for half; popular resources for the other half.	Luke 10
Module 8	**II.G.4.d**	Approaches for assessing the conditions of the work environment on clients' life experiences	Work matters. And it matters for the quality of life of individuals. How can you as a counselor become aware of your client's functioning outside of work relative to their work?	Luke 2; 10

Module 9	II.G.4.f	Strategies for career development program planning, organization, implementation, administration, and evaluation	This is where and how you conceptualize your plan and program. Use and document these resources in justifying your plan, from concept to implementation and evaluation.	Luke 11, 12; NACE Site;
Module 10	II.G.4.h	Strategies for facilitating client skill development for career, educational, and life-work planning and management	Identify and discuss 10 resources described here, and discuss how you would "deliver" these to clients/students, both in person and otherwise.	TTU Career Services Site; Luke 13

APPENDIX D
CAREER COMPETENCIES RUBRIC

Criteria	Exceeds Expectations/ Demonstrates Competency 10 Points	Meets Expectations/ Demonstrates Competency 9-8 Points	Nears Expectations/ Developing Competencies 7-6 Points	Below Expectations/ Insufficient/ Unacceptable 5 or Below
II.G.4.a: Theories and models of career development, counseling, and decision making				
II.G.4.e: Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development				
II.G.4.c: Career, avocational, educational, occupational and labor market information resources, and career information systems				
II.G.4.i: Methods of identifying and using assessment tools and techniques relevant to career planning and decision making				
II.G.4.j: Ethical and culturally relevant strategies for addressing career development				
II.G.4.g: Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy				
II.G.4.b: Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors				
II.G.4.d: Approaches for assessing the conditions of the work environment on clients' life experiences				
II.G.4.f: Strategies for career development program planning, organization, implementation, administration, and evaluation				
II.G.4.h: Strategies for facilitating client skill development for career, educational, and life-work planning and management				

Please Note: Competency in a given area presupposes that the writing associated with the standard conforms to standard rules of semantics, syntax, and grammar. All areas are assessed with these in mind.

Appendix E
All Standards

Course # EDPY 6362

Objective	Describe and understand the major concepts of foundational theories of helping.

TN DOE PE Standard	1	2	3	4	5	6 (x)	7	8	9 (x)	10	11
(x above)	x (1)					x (6)			x (9)		

TN DOE Standard School Counseling: 1, 2, 3 (x), 4 (x), 5, 6, 7, 8, 9 (x), 10, 11, 12

TN DOE Standard School Psychology	1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	3	4	5	6	7	8	9	10	11	12
													x			x					

CACREP Core Standard: II.F.; II.G.1-a, b, d, f, g, j; G.2-b; G.5-b, f; G. 7-f; G-8-f
III-CMHC-D-3

Course Assessment	Test (x)	Report	Project (x)	Procedure	Presentation	Field Exp. (x)	Other

School Guid & Coun Praxis area	I (x)	II	III	IV (x)	V (x)

School Psychology Praxis area	I	II	III	IV	V (x)	VI (x)

CPCE area	I	II	III (x)	IV	V	VI	VII	VIII

Objective	Describe and understand the two of the major forces of counseling and psychotherapy.

TN DOE PE Standard	1 (x)	2	3	4	5	6 (x)	7	8	9 (x)	10	11

TN DOE Standard School Counseling: 1, 2, 3 (x), 4 (x), 5, 6, 7, 8, 9 (x), 10, 11, 12

TN DOE Standard School Psychology	1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	3	4	5	6	7	8	9	10	11	12
													x		x						

CACREP Core Standard: II.F.; II.G.1-a, b, d, f, g, j; G.2-b; G.5-b, f; G. 7-f; G-8-f
III-CMHC-D-3

Course Assessment	Test (x)	Report	Project (x)	Procedure	Presentation	Field Exp. (x)	Other

School Guid & Coun Praxis area	I (x)	II	III	IV (x)	V (x)

School Psychology Praxis area	I	II	III	IV	V (x)	VI (x)

CPCE area	I	II	III (x)	IV	V	VI	VII	VIII

* Descriptions of standards and content areas are available at: **http://www.tntech.edu/cp/graduate-program-information**

Course # EDPY

Objective	Be able to demonstrate basic application of attending skills.										
TN DOE PE Standard	x 1	2	3	4	5	x 6	7	8	x 9	10	11

TN DOE Standard School Counseling	1	2	x 3	x 4	5	6	7	8	x 9	10	11	12

TN DOE Standard School Psychology	1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	3	x 4	5	x 6	7	8	9	10	11	12

CACREP Core Standard	II.F.; II.G.1-a, b, d, f, g, j; G.2-b; G.5-b, f; G. 7-f; G-8-f III-CMHC-D-3

Course Assessment	x Test	Report	x Project	Procedure	Presentation	x Field Exp.	Other

School Guid & Coun Praxis area	x I	II	III	x IV	x V

School Psychology Praxis area	I	II	III	IV	x V	x VI

CPCE area	I	II	x III	IV	V	VI	VII	VIII

Objective	Understand the conceptual and practical application of theory-based techniques.										
TN DOE PE Standard	x 1	2	3	4	5	x 6	7	8	x 9	10	11

TN DOE Standard School Counseling	1	2	x 3	x 4	5	6	7	8	x 9	10	11	12

TN DOE Standard School Psychology	1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	3	x 4	5	x 6	7	8	9	10	11	12

CACREP Core Standard	II.F.; II.G.1-a, b, d, f, g, j; G.2-b; G.5-b, f; G. 7-f; G-8-f III-CMHC-D-3

Course Assessment	x Test	Report	x Project	Procedure	Presentation	x Field Exp.	Other

School Guid & Coun Praxis area	x I	II	III	x IV	x V

School Psychology Praxis area	I	II	III	IV	x V	x VI

CPCE area	I	II	x III	IV	V	VI	VII	VIII

* Descriptions of standards and content areas are available at: **http://www.tntech.edu/cp/graduate-program-information**