Course and Instructor

Instructor: Dr. Aida Midgett
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Department of Counselor Education
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E-mail: aidamidgett@boisestate.edu (quickest response)
Office hours: By appointment

Course Number: COUN 507
Course Title: Career Development and Vocational Counseling
Course Time: May 9 - May 29
Course Location: Online
Semester: Summer 2016
Credits: 3 credits

Course Objectives and Accreditation

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Professional Identity:</th>
<th>INPUTS</th>
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<td>II. G. 4</td>
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</tr>
<tr>
<td>a.</td>
<td>career development theories and decision-making models;</td>
<td>Quiz; Chapters 2 &amp; 3; MAP, ORP; BOD;</td>
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<td>b.</td>
<td>career, avocational, educational, occupational and labor market information resources, and career information systems;</td>
<td>CAR, Quiz; Chapters 6 &amp; 7; BOD</td>
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<td>c.</td>
<td>career development program planning, organization, implementation, administration, and evaluation;</td>
<td>CAR, Quiz; Chapters 9 &amp; 15; MAPP, ORP; BOD</td>
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<td>d.</td>
<td>interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;</td>
<td>CAR, Quiz; Chapters 1, 2, &amp; 4; MAP, ORP; BOD</td>
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<td>e.</td>
<td>career and educational planning, placement, follow-up, and evaluation;</td>
<td>CAR, Quiz; Chapters 8, 9, &amp; 15; MAP; BOD</td>
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f. assessment instruments and techniques relevant to career planning and decision making;  
   CAR, Quiz; Chapters 5 & 7; BOD

g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy;  
   CAR, Quiz; Chapters 4, 6-8, & 10-14; MAP, ORP; BOD

Course Description
This course provides an overview of the major career development theories, vocational guidance and occupational/educational information sources and systems. Career development program planning, resources, computerized information systems, and evaluation will be included. Emphasis will be placed on how career counseling and vocational guidance are practice by the school counselor. PREREQ: Admission to the Masters of Arts in Counseling Program.

Methods of Instruction
Online instruction via Blackboard, group work, online discussion, video observation, and quizzes.

Technology Skills Addressed in the Course

<table>
<thead>
<tr>
<th>Instructor Application</th>
<th>Student Application</th>
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<tbody>
<tr>
<td>Utilize Blackboard technology</td>
<td>X</td>
</tr>
<tr>
<td>Word process, including APA formatting</td>
<td>X</td>
</tr>
<tr>
<td>Use a spreadsheet and a statistical package</td>
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<tr>
<td>Acquire graphics from the web, digital camera, scanner, or Microsoft media and insert them into a poster or presentation</td>
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<tr>
<td>Create and deliver a power point presentation</td>
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<tr>
<td>Find material on the Web and review Web sites</td>
<td>X</td>
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<tr>
<td>Be able to use e-mail, including document attachments</td>
<td>X</td>
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<td>Be able to sign in and participate in listservs</td>
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<td>Be familiar with computerized testing</td>
<td>X</td>
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<td>Be able to use digital recording equipment</td>
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Required Textbook and Additional Readings

Textbook:

Additional Required Readings (available electronically through the Albertson’s library):

**Required Additional Book Chapter Readings (available on Blackboard):**
Zunker chapter 5: Career Counseling Intake Interview.
Osborn and Zunker chapter 10: Card Sorts and Other Non-Standardized Approaches in Career Counseling.

**Required Websites for Review:**
Labor market information through the following websites: [http://www.bls.gov](http://www.bls.gov) and [onetonline.org](http://onetonline.org)

Career planning modules. You are welcome to use these modules for free during internship and after you complete the program: [http://career.boisestate.edu/makecollegecount/careerplanningmodules/](http://career.boisestate.edu/makecollegecount/careerplanningmodules/)


**Addiction Cognate Students ONLY (available online through Albertson’s Library):**


Please review work-related resources for clients: [https://exoffenders.net/employment-jobs-for-felons/](https://exoffenders.net/employment-jobs-for-felons/).

**School Cognate Students ONLY will read chapters 10-13 from your textbook**

### Required Assessments

You will be required to complete the assessments listed below. You will need your results to complete the Career Assessment and Report. **Please note these are free!**

1) 16 PF. You can access the test online here: [http://personality-testing.info/tests/16PF.php](http://personality-testing.info/tests/16PF.php)

2) O*NET Interest Profiler. You can access the test online here: [https://www.mynextmove.org/explore/ip](https://www.mynextmove.org/explore/ip) You can also access materials you can download and/or print here: [https://www.onetcenter.org/IP.html](https://www.onetcenter.org/IP.html). You will be asked to register (for free) before you can access the materials. You can download the Interest Profiler Inventory, Score Report, Users Guide, and O*NET occupations.

3) Kuder® Journey™ career planning system. Please see detailed information below:
   - Go to [www.kuderjourney.com](http://www.kuderjourney.com).
Click **New users register here!**
- Select **Student** and choose a college grade level from the drop-down menu.
- Click **Continue**.
- During the registration process, create a unique user name and password. When asked for an activation code, enter **J3984929YQX**.
- Once you have created an account, you will be directed to the Journey home page, which introduces students to the first step of the education and career planning process: assessing interests, skills confidence, and work values. The Kuder assessment results will be helpful as they navigate through the remainder of the system.
- To watch instructional Navigator tutorials and videos, visit [Kuder University](#). For additional questions, please contact Kuder Customer Support at **877.999.6227** or [support@kuder.com](mailto:support@kuder.com).

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### Academic Requirements and Evaluation

**Blackboard Online Discussion (10 points per week, total 30 points).** You will be expected to participate in the online Discussion Board by:
- a) Posting a response to reflection questions posted by the instructor, and
- b) Posting a response to at least one classmate’s post per week. However, you are encouraged to respond to as many posts as you would like.

Your weekly posts are due on the following dates:

- **Week 1:** Sunday, 5/15 by 11:59pm
- **Week 2:** Sunday, 5/22 by 11:59pm
- **Week 3:** Sunday, 5/29 by 11:59pm

**Quizzes (10 points per quiz, total 20 points.)** You will be asked to complete 2 quizzes, which will consist of multiple choice, matching, and/or true-false questions. Quizzes will be administered through Blackboard. You will have 75 seconds per question to complete each quiz. You will only have one attempt at the quiz; meaning once you begin you must also complete the quiz. The quizzes will be available from Monday, May 9 through Sunday May 29 at 11:59pm.

- **Quiz 1** is from your textbook chapters 1, 2, 3, 5 and 6
- **Quiz 2** is from your textbook chapters 4, 7 and 8

Sharing information about quizzes with classmates is considered plagiarism and subject to disciplinary action.

**Career Assessment and Report (CAR; 45 points).** Detailed description follows at the end of the syllabus and under assignment section of Blackboard.

**Multicultural Application Poster (MAP; 25 points).** With attention to the needs of a global economy, research the educational and career development needs of an underserved population (for example, refugees in our local community, homeless children, adult English language learners, etc.). Then, you will create a poster describing a career and/or educational plan, placement, follow-up, and evaluation to address the needs of the population your group
selected.

As a group, you will create one poster presentation that one group member will post online (many students like to use PowerPoint to create the poster). The following must included in your poster:

- A brief literature review (a few key sentences in bullet form that explain the problem and the rationale for your proposed career or educational plan. For example, you will identify an underserved population with an unmet need. You will provide stats to support your statements);
- A proposed career and/or educational plan to address the need you identified for the population you selected (include where the plan will be conducted and how you will follow-up with clients after you carry out your activities);
- An evaluation of your career or educational plan (how will you measure if your plan was successful? For example, employment rate, pre- and post-assessments, GED passing scores, college placement, etc.); and
- At least 5 references from reputable counseling journals (please use a smaller font for this section).

You will complete this in groups of 3-4 students. You will select your own groups. Your group decides if you would like to meet in person or electronically to work on this assignment. **Make sure all of your names are on the poster**, otherwise, I cannot assign grades.

Only 1 poster per group will be posted. Please post in the corresponding thread in the Discussion Board section of the course. Only post the poster, do NOT post additional PowerPoint slides.

**Digital Story Telling Exercise adapted from Glavin (2015) (DSTE; 10 points).** Please go to YouTube and select your top 2 “favorite” videos. Choose videos that inspire you or hold personal meaning for you. Each video must be no more than 3 minutes in length.

Write a short paper including the following information:

a) The title and link for each video and explain why you chose each one.
b) Adjectives and verbs explaining how each video describes your personality.
c) Describe the themes you see across both videos.
d) Analyze your videos from one or more career counseling theoretical perspective.
e) Post your video and short paper to the corresponding link in the Blackboard Discussion.

**Total Points and Grading Scale**

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<th>Total Possible: 130 points</th>
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<td>Grading Scale:</td>
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<td>121-130 = A; 117-120 = A-; 108-116 = B; 104-107 = B-; 95-103 = C; 91-94 = C-; 90 and below = F</td>
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**Disability and Academic Integrity Statements**
Disability Statement: To request academic accommodations for a disability, contact the Disability Resource Center by phone, (208) 426-1583, or e-mail, drcinfo@boisestate.edu. Students are required to meet with a Disability Specialist prior to receiving accommodations and may be required to provide documentation to clarify accommodation requests. Information about a disability is confidential. More information on the accommodation process can be found at http://drc.boisestate.edu.

Academic Integrity Statement: Academic misconduct or dishonesty including cheating and plagiarism is unacceptable and appropriate penalties will be imposed.

COURSE SCHEDULE

Note: This course is on a 3-week, summer school schedule. Each week during this summer session covers the equivalent of approximately 5 weeks of a fall or spring semester in terms of readings and activities. According to Boise State eCAMPUS guidelines (http://ecampus.boisestate.edu/) a 3-week, 3-credit course requires approximately **40 hours of student work per week**. Therefore, please plan accordingly. Also, because of the fast pace, I will not accept late assignments for this course.

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<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
<th>Activities Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1. Read the following chapters:</td>
<td>1. Quiz 1 due by 11:59pm, Sunday, 5/29</td>
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<tr>
<td>5/9-5/15</td>
<td>Ch. 1 - Introduction to Career Development Interventions</td>
<td>2. Online Discussion due by 11:59pm, Sunday, 5/15</td>
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<td>Ch. 2 - Understanding and Applying Theories of Career Development</td>
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<td>Ch. 3 - Understanding and Applying Recent Theories of Career Development</td>
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<td>Ch. 5 - Assessment and Career Planning</td>
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<td>Ch. 6 - Career Information and Resources</td>
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<td>2. Review Intake Interview articles: Ponteotto et. al, Schultheiss et al., and Zunker chapter 5</td>
<td>3. DSTE due by 11:59pm Sunday, 5/15</td>
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<td>3. Complete online assessments and give test results to your CAR partner</td>
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<td>4. Work on MAP with your group</td>
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<td>5. Post online discussion and response</td>
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<td>Week 2</td>
<td>1. Read the following chapters:</td>
<td>1. Quiz 2 due by 11:59pm, Sunday, 5/29</td>
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<td>5/16-5/22</td>
<td>Ch. 4 – Providing Culturally Competent Career Development</td>
<td>2. Online Discussion due by 11:59pm, Sunday, 5/22</td>
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<td>Ch. 7 – Using Technology to Support Career Counseling</td>
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<td></td>
<td>Ch. 8 – Career Counseling Strategies and Techniques for the 21st Century</td>
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<td>2. Review labor market websites (<a href="http://www.bls.gov">http://www.bls.gov</a> and onetonline.org )</td>
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<td>3. Watch a career counseling demonstration through</td>
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| Week 3 5/23-5/29 | 1. Everyone reads chapters 9 and 14 and module of *How to Get a Job!*  
2. School track students read the following chapters:  
   Ch. 10 - Career Development Interventions in Elementary Schools  
   Ch. 11 - Career Development Interventions in Middle and High School  
   Ch. 12 - Career Development Interventions in Higher Education  
   OR  
Work-related resources for clients: [https://exoffenders.net/employment-jobs-for-felons/](https://exoffenders.net/employment-jobs-for-felons/)  
3. Meet with partner to provide feedback on CAR  
4. Post online discussion and response  
5. Complete student evaluations for the course | 1. Online Discussion due by 11:59pm, Sunday, 5/29  
2. CAR due by 11:59pm, Sunday, 5/29 |
See below for the Detailed Instructions for Career Counseling Assessment and Report (CCAR):

General Information:

- You will invite another student enrolled in the course to work with you as a partner.
- You will conduct an intake session, exchange career information data (assessment results information, genogram, and any other pertinent information), write up a report, and then meet again to provide feedback to your partner. Your meetings can be in-person or electronic (email exchanges, Skype, Google, Face time, etc.).
- Both you and your partner will take turns being the “client” and the “counselor.”

Detailed Explanation About Activities:

1. Prior to meeting with your partner, develop an intake interview that is relevant to career counseling (use assigned readings as a guide). You can develop the intake individually or with your partner. You can both use the same intake interview.
2. During your first meeting with your partner (either face-to-face or electronic), you will conduct your intake interview. You will also work with your partner to create a career genogram and conduct a values card sort (please refer to corresponding required readings and website review for both activities).
3. You will complete the following quantitative assessments listed in your syllabus: 16PF, O*NET Interest Profiler, and the Kuder. You will also develop and complete a career genogram and a values card sort (qualitative assessments). You will conduct the genogram and the values card sort together, and you will be responsible for providing your results of the 16 PF, the O*NET Interest Profiler, and the Kuder to your partner, so that your partner can interpret and give meaning to your scores.
4. After you exchange career-related information, each of you will write up a Peer-Career Counseling Report (please follow the headers for writing your report provided below) based on the information you collected and were given from your partner (i.e., intake interview, observations, genogram, card sort, 16 PF, O*NET Interest Profiler, and the Kuder results).
5. Finally, you and your partner will meet again (face-to-face or electronically) to provide feedback and recommendations. Hint: the more effort you put into your intake session, completing all activities, and report, the more meaningful the feedback will be!

Steps to follow:

- At the beginning of the process ask your partner about any specific goals she/he may have for this experience.
- As you write your report, if test results point to careers that do not seem like a good fit for your partner, focus on expanding possible options by recognizing skills and aptitude related to those careers and how those transfer to other more appealing career options.
- Identify and discuss career-related themes present throughout your partner’s life.
- Identify and discuss potential conflicting information. Acknowledge when the data does not seem to fit together neatly and provide a possible explanation – go beyond discarding results by saying “tests are bad,” and instead provide a hypothesis based on your partner’s life experience, interests, skills, hobbies, etc.
- Identify new ideas and recommendations to help your partner continue her/his career development (e.g., important leisure activities that address other important values).
• When you meet, provide feedback from results of each assessment – quantitative and qualitative.
• Even though this is a practice exercise and results may not be accurate due to the training nature of this activity, be professional and embody the role of a professional career counselor as much as possible.

Suggestions on information to include in your intake interview:

• Past work experience (full-time, part-time, and volunteer) and hobby activities.
• Favorite subjects in high school, college, graduate school.
• Expected life-role (e.g., student, citizen, child, leisure, homemaker, worker, spouse, and parent).
• Current career aspirations (goals).
• Explore daydreams. For example, what would an *ideal workday* look like? Explore extent to which career aspirations are realistic and resolute for your “client.”

**Directions for writing your report – PLEASE FOLLOW THIS CAREFULLY**

Your report should be around 4 pages (typed and double-spaced). It should cover ALL the following information:

A. **Demographic information** (name, age, sex, marital status, race, ethnicity, etc.)
B. Summary of key information generated from the career intake interview (in paragraph format – this is usually three or four concise paragraphs).
C. Concise discussion of results from each one of the assessments - genogram, card sort, 16 PF, O*NET Interest Profiler, and the Kuder. Write in paragraph form. Be sure to personalize general result interpretations to fit with your client’s profile.
D. Discussion of themes that emerge across tests, activities, observations, and interview weaved throughout the report (it can be included in each section).
E. Discussion of inconsistencies and a rationale.
F. Describe your partner’s career goals and plans for achieving them.
G. Describe cultural, family, or environmental issues that impact your partner career choices.
H. Provide recommendations for future career development.

**Use the following headers to organize your report - PLEASE FOLLOW THIS CAREFULLY**

*Demographic Information*: This section includes name, age, sex, marital status, etc.

*Intake Interview* (in paragraph form describe answers to intake interview questions): This section also includes detailed information about cultural, family, or environmental issues that impact your partner career choices.

*Career Genogram* (in paragraph form discuss the themes and link themes that are consistent and inconsistent with intake interview)

*Values Card Sort* (in paragraph form discuss the process and results, also link themes that are consistent and inconsistent with intake interview and career genogram)
16 PF (in paragraph form discuss test results, what the results mean, and link themes that are consistent and inconsistent with intake interview, career genogram, and values card sort)

**O*NET Interest Profiler** (in paragraph form discuss test results, what the results mean, and link themes that are consistent and inconsistent with intake interview, career genogram, values card sort, and 16PF)

**Kuder® Journey™** career planning system (in paragraph form discuss test results, what the results mean, and link themes that are consistent and inconsistent with intake interview, career genogram, values card sort, 16PF, and O*NET Interest Profiler)

**Career Plan** (Identify your partner’s future career objectives and activities): This section must include career, avocational, educational, occupational, and labor market information resources relevant to your partner.

**Recommendations** (Provide recommendations for future career development. Be creative!)