

**The College of Education and Behavioral Sciences
School of Education
Houston Baptist University
Course Syllabus
PSYC 6306: Career Information and Career Counseling
FALL 2014**

COURSE DESCRIPTION

Students in this course will explore methods and processes of collecting, organizing, evaluating and interpreting educational, occupational, and personal-social information. Theories of career development are included as well as the counselor's role in career education will also be examined. Career interest inventories and other measures are reviewed with reference to their utility in career counseling.

Course Correlation to Pedagogy and Professional Responsibilities

This course fulfills the Texas State Board of Examiners of Professional Counselors' academic requirement for licensure regarding "life style and career development - the theories of vocational choice, career choice and life style, sources of occupational and educational information, and career decision-making processes" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (7).

This course fulfills in part the Texas State Board of Examiners of Psychologists' academic requirement for licensure regarding "Assessment, including: socio-emotional, including behavioral and cultural, assessment" as noted in Title 22, Part 21, Chapter 463, Rule 463.9 (b)(4)(B).

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

PSYC 6302 is a prerequisite for this course.

DATE AND TIME OF CLASS MEETINGS:

Tuesdays 7:30 pm – 10:00 pm

Hinton 201

INSTRUCTOR INFORMATION

Roxy M. Riefkohl - Siegrist, Ph.D., LPC

E-mail: rriefkohl@hbu.edu

Phone: 281.649.3036

Office location: Hinton 346B

Office Hours: TBA

LEARNING RESOURCES: Required

Course Text(s):

Sharf, R. S. (2013). *Applying career development theory to counseling* (6th ed.). Belmont, CA: Brooks/Cole ISBN: 1285075447

Supplementary Text(s):

Publication manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association. ISBN: 1433805618

RELATION TO THE MISSION STATEMENT OF THE UNIVERSITY:

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will provide a learning experience that helps to prepare students with the knowledge and skills necessary to excel as professional counselors. Students will develop specific methods, techniques, or modalities within the practice of professional career counseling and apply this information in a fair and clinically useful manner.

Given that Houston Baptist University is founded on Christian principles and values, this course is taught in a manner that encourages honesty and accountability. Open inquiry and the integration of scholarship, service, and spirituality will be supported in this course.

In accordance with Houston Baptist University’s purpose this course endeavors to: 1) provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the learning process 2) encourage academic excellence, freedom, and objectivity 3) promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning.

RELATION TO GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES:

The mission of the School of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;*
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and*

- an understanding of their Christian mission and calling to influence individuals and the larger society.

In support of the mission of COEBS, this course will provide students with advanced knowledge and skills necessary to utilize career assessment in order to provide mental health services to help broad populations in an ethical, competent manner.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF PSYCHOLOGY)

This course contributes to students pursuing a graduate degree in psychology by providing an education program that is “committed to academic excellence in an intellectually free and objective environment...” that provides “physical resources and a campus environment which acknowledges the uniqueness of the individual...and encourages the development of the whole person.” Thus, this course endeavors to:

- Provide students the opportunity to develop interpersonal communication skills,
- Promote the development of critical thinking skills,
- Create a learning environment based on constructivist teaching/learning strategies,
- Contribute to the student’s degree program by enhancing his/her basic understanding of the scientific and systematic study of behavior and mental processes.

This course provides advanced skills for provision of career-related assessment services in the mental health field, including the functions of an LSSP who serves in schools, in which career-oriented assessment and counseling is often utilized. It encourages students to utilize the scientific literature to determine best practices and promotes critical thinking in the conceptualizing of mental health distress and treatment. It emphasizes the importance of wisely choosing reliable and valid instruments and performing assessment from a multiculturally competent perspective.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF LEADERSHIP & COUNSELING)

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

This course provides advanced skills for provision of career-related assessment services in the mental health field, including the functions of counselors and school counselors, in which career-oriented assessment and counseling is often utilized. It encourages students to utilize the scientific literature to determine best practices and promotes critical thinking in the conceptualizing of mental health distress and treatment. It emphasizes the importance of wisely choosing reliable and valid instruments and performing assessment from a multiculturally competent perspective.

COURSE LEARNING OBJECTIVES:

Overview and Purpose of the Course

The purpose of this course is to introduce the student to the importance of career counseling and to use the skills and knowledge learned to understand, administer, interpret, and implement assessment tools, theories, and techniques related to career counseling.

Upon completion of this course, students should be able to:

1. Identify and describe the different career counseling theories including: Trait and Factor Theory, Adjustment Theory, Myers-Briggs Type Theory, Holland's Theory of Types, Myers-Briggs Type, Super's Career Maturity, Krumboltz's Social Learning Theory, Bloch and Richmond's Spirituality Theory
2. Compare and contrast the differences between trait and factor theories and the developmental theories
3. Identify career development in childhood and adolescence
4. Conduct a career interview
5. Administer and interpret various career tests
6. Describe the different roles of a career counselor
7. Identify and locate resources available for career counseling

SCHOOL OF BEHAVIORAL SCIENCES REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the National Association of School Psychologists (NASP) and Texas State Board of Professional Counseling (Requirements of the Texas Administrative Code TAC §681.31) are also included as part of this course.
- A list of specific NASP and Texas State Board of Professional Counseling competencies for this course is presented below.

NASP Domains

The following NASP and Texas State Board of Professional Counseling standards *for Graduate Preparation of School Psychologists and Professional Counselor* Competencies are addressed in part or in full in this course:

School Psychologist:

Domain I - Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Professional Counselor:

The use of specific methods, techniques, or modalities within the practice of professional counseling is limited to professional counselors appropriately trained and competent in the use of such methods, techniques, or modalities. Authorized counseling methods techniques and modalities may include, but are not restricted to, the following:

- career development counseling which utilizes formal and informal counseling methods and appraisal instruments for the purpose of determining intellectual ability, interest, skill, aptitude, achievement, mental condition, emotional fitness, and other personal characteristics for occupational, vocational, and career selection and placement throughout the life span.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Different career counseling theories including: Trait and Factor Theory, Adjustment Theory, Myers-Briggs Type Theory, Holland's Theory of Types, Myers-Briggs Type, Super's Career Maturity, Krumboltz's Social Learning Theory, Bloch and Richmond's Spirituality Theory
2. Career development in childhood and adolescence
3. Issues related to retirement
4. Conducting a career interview
5. Administration and interpretation of various career tests
6. The roles of a career counselor
7. Resources available for career counseling

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

- interactive lecture/discussion/reading
- small group and individual activities and/or projects
- designing and implementing learning activities
- use of media/technology/online interactive access
- literature research/review/presentation

ASSESSMENT OF LEARNING

Assignment	Learning Objectives	Point Value
Career Article Reviews	6	50 each
Midterm Project	1, 4, 5, 7	200
Guest Speaker Reflection paper	5, 6, 7	100
Case Study Reviews	1, 6, 7	50 each
Movie (case assignment)	1, 4, 6	100
Participation	1,2,3,4,5,6,7,8	100
Final Exam	1,2,3,4,5,6,7,8	100

Descriptions and rubrics for assignments are included at the end of this document.

These are assignments/activities that develop and /or assess state and national standards, including NASP domains and TAC standards (listed previously)

GRADING STANDARDS:

GRADING SCALE: 800 points total

752-800 = A

720-751 = A-

696-719 = B+

664-695 = B

640-663 = B-

616-639 = C+

584-615 = C

560-583 = C-

559 and below = F

HBU GRADUATE SCHOOL GRADING SCALE:

94-100%=A; 90-93%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+; 73-76%=C; 70-72%=C-; 69% and below=F

STUDENT EVALUATION OF FACULTY AND COURSE:

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

COURSE FEE

Each student is required to pay a \$30 assessment fee. This fee will be used to purchase the appropriate assessments for this course.

ATTENDANCE

In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 4 absences occur, the course grade will be “F” no matter what the test and paper scores might be. After two absences the student will drop a letter grade. If you are ill or have an emergency, please notify the professor before class, when possible. Please be on-time for class. If you are going to be late, contact the professor prior. Repeated tardiness will affect your grade.

ACADEMIC ACCOMODATIONS

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties. If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a twenty-point grade penalty). The work must then be turned in to the student's folder no more than one week after the student returns to class. No work will be accepted after the last day of class.

MISSED TESTS

All tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given **ONLY** when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

USE OF ELECTRONIC DEVICES

During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

GRADUATE LEVEL WORK

You will be required to write and perform at a graduate level. Your writing should be clear, concise, scholarly and demonstrate good mechanical skills, including grammar, spelling, and punctuation. The Academic Success Center is available to all HBU students for assistance with writing, tutoring, etc. Ten points will automatically be deducted for substandard work.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Roxanne Riefkohl-Siegest, Ph.D.

07/23/14

Instructor's Signature

Date

**PSYC 6306: Career Information and Career Counseling
FALL 2014**

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (NASP competencies, TAC standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);

- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm that I have read and understand the contents of this course Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.**

I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

PSYC 6306: Career Information and Career Counseling
Tentative Schedule*

Date	Class topics and readings	Task(s)/Assignments
Aug 26	Introduction and Course Overview	Sign Syllabus Read Ch 1 & 6
Sept 2	Chapter 1 & 6	
Sept 9	Computer lab	Read Ch 2 & 3
Sept 16	Chapter 2 & 3 Career Article review 1 due	Read Ch 4 GRADE:
Sept 23	Chapter 4	Read Ch 5
Sept 30	Chapter 5 Case Study review 1 Due	GRADE:
Oct 7	Movie	Read Ch 9 & 10
Oct 14	Chapter 9 & 10 Movie Case Study Assignment due	Read Ch 11 GRADE:
Oct 21	Midterm Projects due Chapter 11 – narrative film	GRADE: Read Ch 12
Oct 28	Chapter 12	Read Ch 13
Nov 4	Chapter 13 Career Article Review 2 due	Read Ch 14 GRADE:
Nov 11	Chapter 14	Read Ch 7 & 8
Nov 18	Chapters 7 & 8 Assessment reflection paper due	Read Ch 9 & 10 GRADE:
Nov 25	Chapters 9 & 10 Case study review 2 Due	Read Ch 15 & 16 GRADE:
Dec 2	Chapters 15 & 16 Review for Final Exam	
Dec 9	Final Exam Participation	GRADE: GRADE:

** Changes to the tentative agenda will be made as warranted by the professor with timely student notification.*

ASSIGNMENT DESCRIPTIONS AND RUBRICS

CAREER ARTICLE REVIEWS (50 points each)

The student is expected to read two journal articles related to career counseling published within the past ten years. Article reflections should be no longer than two pages, double spaced. ACA or APA journals are appropriate sources for articles. A grading rubric for the reviews will be provided.

BE SURE TO PAY ATTENTION TO INDENTATION, CAPITALIZATION, ETC. FOR APA REFERENCES. POINTS ARE TAKEN OFF FOR MISPELLED WORDS AND GRAMMATICAL ERRORS. Use APA format.

ASSESSMENT RESULTS REFLECTION PAPER (100 points)

Students will be taking three separate career assessments. Students will be required to interpret their results and then write a reflection paper that is two pages double spaced. A grading rubric for the reflection paper will be provided.

CASE STUDY REVIEWS (50 points each)

Students will be given a case study related to a career counseling theory and case scenario. Students will use interviewing, career assessments, and techniques to describe how they would counsel the client.

MOVIE CASE STUDY ASSIGNMENT (100 points)

A movie will be shown in class. Students will be given a case study (including a grading rubric) to apply a theory, techniques, and assessments to assist and provide career guidance and counseling to the main character.

PARTICIPATION (100 points)

Attendance and participation are mandatory. Students will be required to engage in individual and small group activities and discussions during class. Active participation in these activities is fundamental to your learning and evaluation.

MID-TERM (200 POINTS)/FINAL EXAM (100 POINTS)

Two exams will be given during the semester based on the readings, lecture/discussions

Name: _____

Journal Article Review

(Review must be typed. No more than two pages double –spaced)

Attach a copy of this form to the top of your review.

1. Attach copy of article to review (10 pts) _____
2. Reference article in APA style – 10 pts. _____
3. First paragraph - Small summary (explanation of article) 10 pts. _____
4. Second Paragraph – Intended audience (who would benefit from reading this article?) 10 pts. _____
5. Third paragraph - Personal reflection of article (likes, dislikes, agree, disagree, etc.) 10 pts. _____

Article Grade: _____/50

Name _____

Assessment Results Reflection Paper

Please attach a copy of this form to your reflection as well as your 3 assessment results.

In no more than 2 pages (double spaced) please reflect over the following:

1. Write about something new that you learned about yourself after taking the assessments. 25 pts _____
2. Write about the assessment results that you agree and/or disagree with. 25 pts. _____
3. Write about your personality traits, interests, and strengths that match up with and will help you in a counseling related field. 25 pts. _____
4. Anything else that you would like to add (areas for growth, hobbies that you may look into after taking these assessments and learning more about yourself, etc.) 25 pts. _____

Grade: _____/100

Case Study Review

Please attach a copy of this form to your review.

You will be graded over the following:

1. Used the correct interviewing skills and techniques. 10 pts. _____
2. Used the appropriate career theory and techniques to counsel the client. 10 pts. _____
3. Used the career counseling techniques in the correct order of importance and sequence. 10 pts. _____
4. Used accurate and applicable assessments with the client. 10 pts. _____
5. Other personal counseling concerns or career counseling strategies that you determine are important to implement for your client. 10 pts. _____

Grade: _____/50

Pursuit of Happiness – Case Study

Please type the question and then your answer. Answers should be written in complete sentences.

Attach a copy of this form to your answers.

1. Tell about the career crisis and transitions that you see Gardner facing. (10 pts.) _____
2. Do you see any discrimination occurring? If so - how would this need to be addressed? (10 pts.) _____
3. What are his strengths? Weaknesses? (10 pts.) _____
4. Tell about goal setting in relation to this movie. (10 pts) _____
5. What would the phrase “failure is not an ending” mean in relation to this movie? (10 pts) _____
6. What was Chris Gardner’s biggest accomplishment? What do you think he would say? (10 pts) _____
7. As his career counselor, how would you help him? Beginning of film? Middle? End? (Include how you would help him gain self-understanding, help him with work and life adjustment, and any other relevant issues that would need to be addressed) (20 pts.) _____
8. If Chris came to see you BEFORE he made his career decision – tell how you would help him (using Trait and Factor theory) figure out what he should do? Be specific. Address any and all factors that you feel would need to be discussed and related to his decision making. (20 pts.)_____

Grade: ____/100

Career MidTerm Project

You are going to locate a client (adult friend or family member) that you can take through the career counseling process. Your client is unhappy in their current job and you are helping them assess if they are in the right field or if they need to make a career change. (They have already signed your informed consent form). Remember that the assessments are informal (if you are using this in a professional setting - you must use valid assessments – SII, MBTI, etc.) Please take the assessments below to become familiar with the format before you have your client take them.

1. You will create and have your client fill out an intake form. (You will be turning this in)
15 pts. ____
2. Write down 10 other questions that you feel are important to ask your client. (Record the questions and your client's answers) 15 pts. ____
3. State at least two ways that you will measure your client's aptitude. If you cannot come up with two ways then write a small paragraph describing how you could measure it.
15pts. ____
4. Achievement
Write down all of the relevant and important information that you can use to measure your client's achievement. (Come up with at least 3 ways). These will be accomplishments that your client has already achieved, participated in, or completed).
15 pts. ____
5. Interests:
Give the O*Net Interest Inventory to your client
<http://www.mynextmove.org/explore/ip>
Print out and attach the results. 10 pts. ____
6. Values:
Give one of these value assessments
<http://testyourself.psychtests.com/testid/3319>
<http://www.whatsnext.com/content/life-values-self-assessment-test>
Print out and attach the results 10 pts. ____
7. Personality
<http://www.humanmetrics.com/CGI-WIN/JTypes2.asp>

Print out and attach the results. 10 pts. ____

8. Based on the results (as well as the other information that you have collected) now help your client narrow down 5 jobs that they would like to investigate further. Use the OOH to document (you can print these out or type this up) the specific facts/characteristics about each job. 25 pts. ____
9. Using all of the information that you have obtained from your client, you will now integrate the information with the 5 occupations researched. From this list you will help them narrow down a career decision. List the new career field/occupation or if they are in the correct one – list at least one other job option that would also be a good fit for your client. 10 pts. ____
10. In no more than two pages (double spaced) you will now write up your findings/results. Be sure to include: what process you used, the conclusion, how you came to this conclusion, what would need to be carried out for your client to achieve their career change, and how you could assist them with this process. (If they are not changing careers – include information as to what they would do if they were changing careers or if they are having job dissatisfaction in their current job– what you could help them with in counseling). 75 pts. ____

____/200 pts. Total