

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

**MHS 6340
CAREER DEVELOPMENT**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

Factors contributing to career development that need to be considered by counselors assisting clients with career planning and decision-making. There will be presentation of career guidance models, materials, and strategies for various client groups. *Prerequisites:* Permission of Instructor

REQUIRED READINGS & MATERIALS

American Psychological Association (2010). *Publication manual of the American Psychological Association (5th Ed.)*. Washington, DC: Author

Brown, D. (2007). *Career Information, Career Counseling and Career Development*. Chapel Hill, NC: Pearson.

Additional readings as assigned.

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP: General: K.2a, K.3.a-d, K.4.a-i, K.5.a, K.7.a, K.7.d-h, K.7.i, K.9-10

CACREP: School: A.6-9, C.2.b, C.3.d

2010 Florida Educators Accomplished Practices (FEAPs): 1.1, 1.2, 6.1, 8.1, 8.2

2010 Subject Area Competencies and Skills (SAC&S): 4.1-4.9

CORE: C.2.4, C.2.5, C4.1-7, C4.15-17, C4.19-20

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of career development activities.

COURSE OBJECTIVES

To provide students with knowledge and understanding of the following foundations of professional career counseling, and for students to develop the ability to utilize and apply:

1. Theoretical bases of career development and career decision making to include the career-life planning process.
2. Fundamentals of assessment, assessment ethics, test administrator's qualifications, and client protection issues.
3. Assessment process including interviewing, vocational hypothesis formation, vocational testing, and data utilization and application to intervention to include the administration, scoring and interpretation of vocational tests.
4. Models of career decision-making.
5. Theoretical constructs and decision-making models to special populations: woman; older men; racial/ethnic minorities; persons who are gay, lesbian, bisexual; or Tran gendered; persons from low socioeconomic social standing; persons with disabilities; and persons with special school-to-work transition needs.

COURSE REQUIREMENTS

1. Participation in online discussions, activities and group experiences.

2. Complete required readings.
3. Complete a career planning Internet activity.
4. Develop a career development workshop.
5. Complete a career counseling project.
6. Complete a midterm and final exam.

COURSE EVALUATION

Grades will be assigned based on points earned.

Assignment	CACREP	FEAP Indicators	SAC&S	Points
Online Discussion Groups and Activities		6.1		100
Virtual Career Scavenger Hunt		8.1		40
Career Development Workshop		8.2		50
Career Counseling Project		1.1 & 1.2		50
Theories Exam				30
Final Exam				30
TOTAL				300

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 300-282	B+ = 269-261	C+ = 239-231	D+ = 209-201	F = 179 – 0
A - = 283-270	B = 260-249	C = 230-219	D = 200-189	
	B- = 248-240	C- = 218-210	D- = 188-180	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.”

Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

This course uses a variety of teaching methods including PowerPoint presentations, readings, email, Internet resources and Web-based instruction through Blackboard. Students will have an opportunity to synthesize and apply what they are learning through online discussions, student presentations, library research using online databases (e.g., Academic Search Premier, APA PsycArticles, ERIC) and skills practice.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. Weekly online lessons become available on **Mondays at 7 p.m.** Students are expected to post their weekly assignments and response to discussion boards prompts by **Thursdays at 10 pm.** Students are expected to respond to their peers and fulfilled all other online activities by **10 pm on Saturday.**

8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id= 107_1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

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COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place before class.

WEEK	TOPICS	READINGS	ASSIGNMENTS DUE
1	Course overview, syllabus, history of career counseling APA style History and Role of Work Theories of Work The World of Work	Chapter 1	Blackboard Activities/ Discussion
2	Counseling Theories Matching Theories Values Based Theory Developmental Theories	Chapter 2	Blackboard Activities/ Discussion
3	Counseling Theories Psychoanalytic Theories Social Learning Theories Post Modern Theories Career Decision Making	Chapter 3	Blackboard Activities/ Discussion
4	Counseling Theories Parental, Familial & Systems Theories Multicultural Approach Developing Your Own Theory	Chapter 4	Blackboard Activities/ Discussion
5	Theories Exam		Course Progress Reflection
6	Individual and group assessment and appraisal Career Assessment, Standardized Tests and Inventories	Chapter 6	Blackboard Activities/ Discussion
7	Finding, Organizing and Using Occupational Information	Chapter 7 & 8	Blackboard Activities/ Discussion
8	Using Information and technology in career counseling	Chapter 10 & 14	Virtual Career Scavenger Hunt
9	Special Populations Career Counseling in Mental Health and Vocational Rehab Career Counseling with couples and families Career Counseling for clients with addictive behavior	Chapter 5	Blackboard Activities/ Discussion
10	Special Populations Career Counseling with visibly recognizable racial and ethnic minority groups Gender issues in career counseling Career Counseling with Gay, Lesbian, Bisexual, and Transgender clients		Blackboard Activities/ Discussion
11	Career counseling in Schools	Chapter 11, 12 & Appendix	Blackboard Activities/ Discussion
12	Preparing for Work Trends in the Labor Market	Chapter 9 & 13	Career Development Workshops
13	Career Counseling in Business and Private Settings	Chapter 15 & 16	Blackboard Activities/

			Discussion
14	Increasing Personal and professional effectiveness Ethical and Legal Issues, Principles, and Standards Course Evaluations	Chapter 17 & 18	Career Counseling Project
15	Final Exam		Course Reflection

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