

**COUN 6150 Career Counseling
Professional Counseling Program
Department of Educational Leadership
College of Education**



Course description:

The purpose of this course is to provide students with an overview of the field of career counseling including its historical development and current theories. In addition, students will learn how to apply methods of career counseling to their work with individuals in school or agency settings.


Textbooks:

Zunker, V. G. (2012) *Career counseling: A holistic approach*. Brooks/Cole: Belmont, CA.

Course objectives:

- to demonstrate an understanding of theories of occupational choice and career development including trait and factor, life-span, and more current theories;
- to demonstrate an understanding of the world of work, occupational information, the need for occupational information, and where to obtain such information;
- to demonstrate an understanding of career development and career education as they relate to K – 12 developmental and lifespan counseling concepts;
- to demonstrate an understanding of and gain hands on experience with selected assessments, tests, and inventories used in career counseling (e.g., the Self-Directed Search and 16 Personality Factor (16 PF) questionnaire)
- to explore and demonstrate an understanding of their own career development patterns;
- to familiarize students with and use computer based career guidance systems such as DISCOVER or FOCUS;
- to develop an understanding of the impact of diversity factors (e.g., race, orientation, disability) on the career development and counseling process;
- to develop an ethical sensitivity to the issues relating to career counseling.

Evaluation	
Attendance	50 Points
Participation/Weekly Assignments	100 Points
Career Interview	150 Points
Career and Personality Test Self-Interpretation	150 Points
Career Group Proposal/Guidance Lesson	150 Points
Exams (4 exams @100 points)	400 Points
TOTAL	1000 Points



Grading Scale

Grade	Percentage	Points	Evaluation based on points earned.
A	100-90%	1000 – 900	Mastery of content/concepts
B	89%-80%	899 - 800	Good understanding of material

C	79%-70%	799 – 700	Rather basic understanding, more work is needed to perform appropriately
D	69%-60%	699 – 600	Limited understanding, more work is needed to perform appropriately
F	< 60	599 and below	Measured performance indicates material was not adequately understood

Necessary student Internet skills:

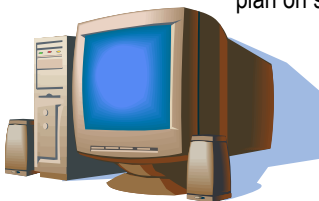
It is important that students have at least minimal competence in the use of the Internet and know how to send and receive e-mail messages and post messages to an electronic bulletin board in order to successfully complete this course. It will be most convenient for students to use their own personal computers to complete computer-based assignments in this course. However, students who do not have their own computers may use computers on campus that have Internet access (e.g., BAS S137, PH 204/205, library) to complete assignments.



Course structure:

This course will meet as a traditional class (i.e., lecture, discussion, small group activities) for several class sessions. In addition, students will be required to perform Internet-based and related activities. It is important that ALL students ACTIVELY PARTICIPATE in group activities that will take place in class and via the computer in order to make this a positive and productive learning experience.

Students may find that the Internet portion of this course takes more initiative than traditional face-to-face instruction. Students will need to pay close attention to the course schedule in order to stay on top of things! Since some of the class activities will take place at a distance, it will be easy to put off studying to attend to other responsibilities that may seem more pressing. However, as the course schedule illustrates, the class will be on a tight timeframe so students are urged to be careful not to fall behind. This is particularly important in a class such as this, which entails a variety of small-group activities. Between working through the on-line lessons, completing the corresponding reading and writing assignments, and conducting related Web and library research, students should plan on spending at least two hours per week on this course.



IT IS VERY IMPORTANT THAT STUDENTS CHECK THEIR E-MAIL MESSAGES ON A DAILY BASIS AS THIS IS THE PRIMARY METHOD OF COMMUNICATION BETWEEN THEM AND THE PROFESSOR! If at any time students feel they are having trouble keeping up, please contact the professor immediately so that the problem can be addressed quickly and effectively.

Course requirements/assignments:

1. Class attendance (50 Points)

All students are expected to attend class on the scheduled class meetings and participate fully in both the class and online activities. Due to the limited class meetings, no absences (either excused or unexcused) will be allowed. Please plan to arrive to class on time. Any absences or late arrivals will result in the student losing points for attendance. Lack of engagement in class or not participating in online activities will result in the student losing points in participation. NO EXCEPTIONS!

2. Participation/Weekly Assignments (100 Points)

Students will be required to participate in weekly activities that will be submitted either via Desire2Learn or emailed directly to the instructor at ree@mtsu.edu. Weekly assignments may include internet activities, journal entries, and discussion boards.

- Internet activities and journal entries should be submitted via Desire2Learn on the designated due dates.
- Discussion Board activities will be evaluated based on the following:

Students are expected to make at least two postings per class prior to due date and after reading or viewing the assigned materials. Students may use this forum to communicate with the instructor and/or other students. The instructor will monitor these postings, and participation points will be awarded based on quality of participation. Quality of Participation will be based on the following:

- originality of posting
- understanding of the material
- length and depth of postings

Postings that simply agree with a previous posting, offer no additional information or thoughts, and demonstrate no in depth understanding of the information will receive no points.

3. Course Ground Rules

The following is a reiteration and emphasis of certain rules and course expectations. For example, participation is required, communication with other students in team projects is expected, learning how to navigate in the learning environment system is necessary, keeping abreast of course announcements, using the MTSU student email address as opposed to a personal email address, addressing technical problems immediately, and observing course netiquette at all times.

Communication Guidelines

Email:

- Always include a subject line.
- Remember that without facial expressions some comments may be misinterpreted. Choose your words carefully when writing your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

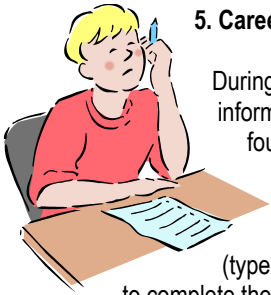
Discussion Groups:

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

4. Career interviews (150 Points)

For this assignment, students will be asked to conduct a semi-structured interview with at least two individuals about their careers and career development (i.e., how did they get to be where they are now in their careers?). Students will submit this assignment via Desire2Learn. Students may be asked to post their report findings/reactions to this activity on the course discussion board (e.g., what did you like/dislike about the activity, what did you learn about how one goes about choosing a career, what did you learn about interviewing people about careers, etc.). While this will obviously not be the same as a more formal counseling situation, it will introduce students to some of the skills that they will employ when faced with "real life" career counseling cases. Students will also have a chance to "compare notes" with their classmates, which should reveal a number of different approaches that they might try in the future. Students will be asked to develop several questions and submit to the instructor for approval.





5. Career and Personality Test Self-Interpretation (150 Points)

During this course, students will complete several career inventories and/or personality inventories. More information about the career inventories to be completed will be provided in class. There will be a total of four (4) inventories completed – Strong Interest Inventory, FOCUS, Self-directed Search and the Myers-Briggs.

Once students have completed and scored the inventories, they will submit a paper summarizing (typed, APA style) the results for EACH of the tests that they have taken. Please follow the directions below to complete the assignment:

- Papers should be typed and APA style
- Papers should be a minimum of 2 pages content (excluding the title page and reference page). An abstract is not needed.
- Sections of the paper should include
 - ✓ a brief introduction about the test completed
 - ✓ a summary of the results
 - ✓ your personal reaction to the results

6. Career Development Workshop, Group Proposal, or Classroom Guidance Lesson (150 Points)

The class will be divided into groups (approximately 3 to 4 per group). Each group will design a workshop/seminar, group counseling proposal, or a guidance lesson based on career issues. This project is designed to provide a practical component to this class. Proposals or lessons will be posted via Desire2Learn for other students to access. All projects must be able to be replicated by others. Therefore, any activities must be explained fully.

When developing the project, students should consider the following;

- ❖ The type of project that would be most useful to the group participants (i.e., group counseling sessions or classroom guidance)
- ❖ Work setting - mental health or school (elementary, secondary)
- ❖ The population served (e.g., children, adolescents, elderly, recently laid-off workers, women, undecided college students, inmates, welfare-to-work participants, individuals with disabilities, etc).



Specific Project Requirements:

- ❖ The workshop must contain information to be presented in a one-day workshop (at minimum). The workshop must contain content and/ or small group/experiential activities. Content should be displayed in the form of Powerpoints and handouts. Group or experiential activities must be described in a handout. Be sure to reference any resources used.
- ❖ Group proposal format must contain a minimum of six (6) small group sessions. Group sessions must include population served, any rules necessary for group, purpose/goals of the session, and any experiential activities to be conducted. Please refer to the group counseling literature as to how to develop a group proposal. Remember, the goal is replication.
- ❖ Classroom guidance lessons should consider the audience to be served (i.e., elementary, middle, or high school students), the types of activities to be used, and goals/purpose of the session(s). Any experiential activities should be described and all resources referenced appropriately.
- ❖ All projects must be typed, APA style (title page, proper headings, citations in text, reference page).

All projects can incorporate previously developed activities and information as long as the material is properly referenced. Be sure to pay attention to copyright laws.

6. Exams (400 Points)

Students will take four (4) exams which cover the material contained in their readings and as covered in the modules as well as in the classes. The exams are multiple-choice. These exams will be administered via



Desire2Learn. The exams will be open note, open book. However, there will be a time limited to complete the exam, requiring you to be prepared to take the exam, having read the chapters, lectures, and notes.

7. Late Assignment Policy

Assignments are expected no later than 5 pm on the date due. A one week extension of the deadline may be purchased for 5% of the points possible on that assignment. This is solely at the discretion of the instructor and must be prearranged. If the student purchases an extended deadline of one week and the assignment is not submitted within the one week timeframe, 1 point will be deducted from the assignment for every day the assignment is still late. Extensions must be arranged in advance; you may not simply hand something in late. No assignments will be accepted later than two weeks from the original date due; after that time the assignment will be graded as a ZERO.

8. Technology Requirements/Computer Usage

If you experience problems logging into your course, timing out of your course, using your course web site tools, or other technical problems, please contact the MTSU Help Desk by calling (24/7) 1-615/898-5345, or by going to the website at your course web site tools, <http://www.mtsu.edu/~itdsupp/helpdesk/>.

A reliable computer with a CD-ROM drive and Internet connection are necessary to successfully take an online or hybrid course. Students who do not have a computer may access their courses at the MTSU Walker Library (with an MTSU ID), MTSU open computer labs (see <http://www.mtsu.edu/infotech/> for links to hours of operation) or at a local public library (Note: Some public libraries block certain web addresses; student should verify with the library's IT support if unable to access.)

COMPUTER HARDWARE, SOFTWARE AND BROWSER REQUIREMENTS FOR TAKING ONLINE AND HYBRID COURSES

Minimum System Requirements for PC Users:

- Pentium III or better
- 32 Megabytes of RAM or better
- Windows ME (or higher)
- Browsers:
 - Internet Explorer - Windows: 6.0 SP2 or higher
 - Netscape Communicator - Windows: 7.1 or higher*Note: PipelineMT does not support AOL, Safari or other browsers*
- Communications software (which allows communication between your computer and your modem)
- A modem (56k or better)
- A dependable Internet Service Provider (ISP). (The ISP should provide an e-mail account, access to the World Wide Web, and ease of making and maintaining a connection.)



Minimum System Requirements for Mac Users:

- 604 PowerPC processor Preferably a G3 (iMac included) or G4 processor computer running Mac OS or OSX.1 or above;
- Internet browsers
 - Internet Explorer - MAC: 5.2.3 (OS X) or higher
 - Netscape Communicator - MAC 7.1 or higher for OS X*Note: PipelineMT does not support AOL, Safari or other browsers*
- A minimum of 64 MB RAM, preferably 128 with at least 25 MB assigned to your browser. (If you need assistance in adjusting memory please refer to your Apple Help file searching under the header Memory - Adjusting your memory usage. Multiple applications should not be open while working in your browser within the Online Degree Program. This requires more RAM and will cause the browser to run very slowly.);
- Communications software (which permits communication between your computer and the modem);
- Modem (56K or better for best performance);
- Dependable Internet Service Provider (ISP). (The ISP should provide an e-mail account, access to the World Wide Web, and ease of making and maintaining a connection.)

Computer Software Requirements

Microsoft Word is generally recommended for completion of papers and assignments. Professors may, however, recommend specific software for certain courses. Please review your course syllabus for information about required software.

Browser Information

-Internet Explorer - Windows: 6.0 SP2 or higher; MAC: 5.2.3 (OS X) or higher

-Netscape Communicator - Windows: 7.1 or higher; MAC 7.1 or higher for OS X

PipelineMT does not support AOL, Safari or other browsers

Make certain that, whichever browser you choose, it is Java and JavaScript enabled. This usually requires checking a box or choosing this capacity in an options box under the tools or properties menu.

It is recommended that the "browser checker" utility be completed (in its entirety) prior to accessing Desire2Learn (D2L) for the first time. The browser checker is located on the upper toolbar of the course and is used to verify that all browser settings are correct.

Desire2Learn Help:

Students are encouraged to visit MTSU's D2L Student Support page at <http://www.mtsu.edu/d2l/support/students/index.shtml> for more troubleshooting help.

9. Resources

MTSU has a variety of resources to help the student complete assignments:

- Libraries: www.mtsu.edu/libraries.
- Walker Library's Distance Learning site: <http://ulibnet.mtsu.edu/distance>.
- University Writing Center: Peck Hall 325, 326; 904-8237; www.mtsu.edu/~uwcenter; uwcenter@mtsu.edu

The University Writing Center (UWC) offers free writing assistance for any writing assignment in any class. The UWC staff, comprised of English graduate assistants, work with students to develop the skills necessary to become a confident, competent writer by providing one-to-one consultations and helpful handouts. The Writing Center offers many online services as well, including a Grammar hotline for quick questions, a learning environment system (LES) email drop box and chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. The Center provides a free computer lab, located next door to the Center, which affords students the opportunity to immediately incorporate suggestions and assistance gained during their session. The Center is open Monday through Saturday, and access to online services is available 24/7.

- SMARTTHINKING Online Tutoring Service

SMARTHINKING is the leading provider of online tutoring. Students connect to live tutors from any computer that has Internet access. SMARTHINKING is a virtual learning assistance center. It provides online tutoring 24 hours a day, 7 days a week. To use this service at www.smarthinking.com access the site with the Username and Password below:

Username: full MTSU email address (example Imm2r@mtsu.edu)

Password: MTSU

10. Academic Honesty

It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating. The following definitions apply:

Plagiarism – the adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgement.

Cheating – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

Fabrication – unauthorized falsification or invention of any information or citation in an academic exercise.



Facilitation – helping or attempting to heal another to violate a provision of the institutional code of academic misconduct.

11. Reporting of Unofficial Withdrawals

Federal regulations require that students who cease class attendance but do not officially withdraw from the University must be reported so that future financial aid will cease and/or the student will be required to return funds. Therefore, during the semester I will be required to complete a roster indicating those students who have stopped attending class without officially withdrawing. Faculty members are not required to check attendance each day; however, project submission deadlines, exams, quizzes, advising appointments, or other methods I choose may be used to determine unofficial withdrawals.

12. Professional Organizations

The MTSU Counseling Program strongly recommends that you obtain membership in the American Counseling Association, American School Counselor Association, and/or the Tennessee Counseling Association. Student memberships are available at a reduced rate, and allow you to become actively involved in local, state, and national activities, which serve to enhance your professional repertoire.

13. MTSU Professional Counseling Program Dispositions

Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook at <http://www.mtsu.edu/~psych/counsel.htm> for details).

If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with me as soon as possible. You may also contact the Office of Disabled Services (615.898.2783) with any questions about such services.

In class etiquette



Please make sure that all cell phones are turned off or volume down during class! Please do not answer phone or text message during class. Use only in case of emergencies.

Please do not use laptop computers for any purpose other than class participation. If I determine you are using the computer inappropriately (e.g., Facebook, etc.), you will lose points for participation and potentially lose a letter grade in the course. Thank you!

