

Syllabus: EPSY 5306: Principles of Career Development in Counseling

**Department of Educational Psychology
School Counseling Program
Neag School of Education
University of Connecticut**

Meets: ONLINE, Spring 2024

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Course Reflections

“Don’t Fear Failure – Not Failure, but low aim, is the crime. In great attempts, it is glorious even to fail”.

(Bruce Lee – Striking Thoughts: Bruce Lee’s Wisdom for Daily Living)

“The Human Mind is a Terrible Thing to Waste”

Course Description: A survey of the major issues in career development and career psychology with an emphasis on facilitating career decisions with adolescents and adults.

CACREP Standards (2a–2k) for the Category of Career Development are in bold at the end of each goal, assignment, and discussion. CACREP Curricular Content (2016) Standards are found in Appendix A.

***Course Objectives:**

1. To list rationales for why career development is critical in human experience for school counselors and other mental health providers.
CACREP Standard 2.F.4a, f
2. To explore how career development is a personal, professional, and political issue in students' lives.
CACREP Standard 2.F.4g
3. To list the multiple paradoxes of work and love that produce pleasure, passion, and pain in people's lives.
CACREP Standard 2.F.4d
4. To know how career development relates to human development over the lifespan.
CACREP Standard 2F4a
5. To enumerate the ways that careers, families, and close relationships are affected by each other.
CACREP Standard 2F.4d
6. **To know the factors, correlates, or problem areas that affect career decision making.**
CACREP Standard 2F4.f
7. To discuss the major career development theories and decision making models.
CACREP Standard 2F4a
8. **To know how counseling and psychotherapy skills are relevant to career counseling.**
CACREP Standard 2F4 g,e
9. To understand career planning processes, techniques, and resources.
CACREP Standard 2F4 g, e
10. To understand the role of assessment in career planning.
CACREP Standard 2F4f

11. To observe career counseling sessions and hear critical comments by the career counselors about their counseling.
CACREP Standard 2F4 f, e
12. To know how to create career development programs, implement them, administer them over time, and evaluate them for effectiveness.
CACREP Standard 2F4c
13. To visit a career centers (online) and one on the UCONN campus.
CACREP Standard 2F4g
14. To know how to locate career, avocational, educational, occupational, and labor market information needed in career planning.
CACREP Standard 2F4 b, e
15. To know technology-based career development applications and strategies.
CACREP Standard 2 F4 b
16. To understand the critical issues in designing and implementing career development in schools (elementary, middle, high school) or other educational settings.
CACREP Standard 2F4 c
17. To understand how race, class, sex, gender roles, age, sexual orientation, ethnicity, religious orientation, and other diversity factors affect career planning.
CACREP Standard 2F4 d, g
18. To understand how forms of oppression (racism, sexism, classism, ethnocentrism, and ageism) affect people's career development.
CACREP Standard 2F4 d,g
19. To know what a culturally appropriate career model of career counseling is.
CACREP Standard 2 F 4 d,g
20. To know the 6 steps of the Fouad's and Bingham's culturally appropriate career model of career counseling.
CACREP Standard 2F4 d, g
21. To identify the diversity factors that affect career development of special populations.
CACREP Standard 2F d, g
22. To understand the importance and the required skills for effective "college counseling" with youth.
CACREP Standard 2F4 e, g

23. To answer these three questions: 1) How do you assess colleges? 2) How do you help students choose colleges? 3) How do you help students with their high school to college transitions?
CACREP Standard 2 F4 e, g
24. To discuss how to teach career planning in public schools.
CACREP Standard 2 F 4 e, g
25. To define and discuss how to do psychoeducation in schools and the community.
CACREP Standard 2F 4 g
26. To know over 10 career interventions to facilitate student's career development processes.
CACREP Standard F4 e, g
27. To be able to use Holland's Self Directed Search
CACREP Standard 2 F 4, e, g
28. To know the basic steps and content to teach effective goal setting and decision making.
CACREP Standard 2 F 4 e, f
29. To know the stages of job seeking including the preinterview preparation, interviewing, and post interview assessment.
CACREP Standard 2 F e, f
30. **To know the relationship between career development and social justice.**
CACREP Standard 2 F 4 g and 5 G. 3k
31. To explore how the career development socialization process has shaped your life in the past and present.
CACREP Standard 2 F4 d, g
32. To enumerate any ethical and legal issues related to career development
CACREP Standard 2F4.j
33. To critically evaluate the course in terms of teaching effectiveness, relevance, and usefulness.
34. To enjoy the course and each other during the semester.

Teaching Philosophy

My philosophy of teaching is based on my own education in the 1960's and 1970's and what I have learned from my mentors over the years. My philosophy represents what I have discerned to be my life's work. More information and videos about my philosophy of teaching are found on my personal web page: <http://web.uconn.edu/joneil/>.

I seek to do the following in the classroom:

To promote the development of a commitment to the shared quest for the truth and the expansion of the horizons of both teacher and student in the process.

To elicit in all students, no matter what their talents as individuals, full development as human beings.

To prepare the student to participate intelligently, morally and effectively in the public arena.

To develop students to be conscientious, compassionate and committed "to seek a newer world" and be agents of transformation for good, now and in the future.

Psychological Appropriateness of the Course This course has psychological and affective dimensions. Students are encouraged to engage the course content and process at their "optimal comfort level". This means that students have control over the degree that they personalize the course content and process.

The course may be inappropriate for students who are in a serious crises or recovering from a serious illness or life experiences. If you think the course may be inappropriate for you, please discuss your situation with the professor early in the semester before the drop /add period expires. Many students who are struggling with career/emotional/life problems have found the course to be useful and empowering.

Caveats: Problems With My Language

Binary means something made up of two parts. Gender binary as a noun is a view of gender whereby people are categorized as either male or female, often basing gender on biological sex (Wikipedia, 2021). Gender binary is also the classification of gender into two distinct, opposite forms of masculine and feminine, whether by the social system or cultural belief. In this binary model, sex, gender, and sexuality may be assumed by default to names or pronouns, preferred rest rooms, or other qualities. These expectations may reinforce negative stereotypes, attitudes, bias, and discrimination towards people who display expressions of gender variance or nonconformity or whose gender identity is incongruent with their birth sex.

I am in the process of altering my language usage because binary language excludes the

diversity of gender identities and sexual orientation and can promote discrimination and oppression of non-binary human being. Much of my writing on gender role conflict needs to be reconsidered based on non-binary insights, but I currently do not have a fully operative, non-binary vocabulary. I wanted to make these caveats about my problems with my language early in the course so no student is negatively impacted during the class.

Text, Electronic Reserve Readings, and Class Resources:

Niles, S.G. & Harris-Bowlsbey, J. (2017). Career Development Interventions in the 21st Century (5th Ed.). Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall. (Purchased in UCONN Co-Op)

The Self-Directed Search Packet- Assessment Booklet, Occupation Finder, You and Your Career, Lutz, FL: Psychological Assessment Resources, Inc. (Purchased or rent at UCONN Co-Op)

Career Counseling Works In Progress – DVD- Case Studies of Career Counseling Clients, Merrill/Prentice Hall, 2005. Five Different Career Counseling Sessions:

1. Angela: High School to College Transition
2. Bud : Finding a job - Employment Counseling
3. Melanie: Career Change After Being Laid Off
4. Jeff: College Student Facing Career Choice
5. Val: End of Career Because of Disability - Career Transition

(Purchased in UCONN Co-Op)

Description of the Niles and Harris-Bowlsbey (2017) Text

Organized around the National Career Development Association's competencies, this practical, engaging text examines the full spectrum of state-of-the-art career development topics. Coverage focuses squarely on the application of interventions with real people, using straightforward presentations and cases studies to expose students to all of the essential competencies required for the professional practice of career counseling. The authors' respect for their field, and their long-standing commitment to educating students about career development theory and practice creates a readable, useful, interesting text that addresses the wide diversity of career counseling clients and counselors in today's society, while emphasizing that careers develop over time, rather than in a single "enlightened" moment.

O'Neil, J.M. Selected Readings for EPSY 5306 –Under Course Readings & Media In Husky CT (Left Tab)

Blustein, D.L. (2008). The role of work in psychological health and well-being: A conceptual, historical, and public policy perspective. *American Psychologist*, 63, 228-240.

Byars-Winston, A.M. & Fouad, N.A. (2006). Metacognition and multicultural competence:

Expanding the culturally appropriate career counseling model: The Career Development Quarterly, 54, 187-201.

Flores, L.F. & Heppner, M. J. (2002). Multicultural career counseling: Ten essentials for training. *Journal of Career Development*, 28, 181-202.

Fouad, N. (2007). Work and vocational psychology: Theory, research, and applications. *Annu. Rev. Psychology* 58, 5.1 – 5.22.

Ihle-Helledy, K.I., Fouad, N.A., et al., (2004). The impact of cultural variables on vocational psychology: Examination of the Fouad and Bingham (1995) culturally appropriate career counseling model. In R.T. Carter (Ed.), *Handbook of racial/cultural psychology* (pp.262-285). New York: Wiley.

O'Neil, J. M., Ohlde, C., Barke, C., Prosser Gelwick, B., & Garfield, N. (1980). Research on a workshop to reduce the effects of sexism and sex role socialization on women's career planning. *Journal of Counseling Psychology*, 27, 355-363.

O'Neil, J. M., Fishman, D. M., & Kinsella-Shaw, M. (1987). Dual-career couples' career transitions and normative dilemmas: A preliminary assessment model. *The Counseling Psychologist*, 15, 50-96.

O'Neil, J. M., Ohlde, C., Tollefson, N., Barke, C., Piggott, T., & Watts, D. (1980). Factors, correlates, problem areas affecting career decision making of a cross-sectional sample of students. *Journal of Counseling Psychology*, 27, 571-580.

Vera, E.M., Buhin, L., & Isacco, A. (2009). The role of prevention in psychology's social justice agenda. In M. Kenny, A. Horne, P. Orpinas, L. Reese (Eds.) *Realizing social justice: The Challenge of preventive interventions* (pp. 79-96). Washington, D.C. : APA Books.

Calendar - Opening and Closing of Module's (1- 15)

(Unless otherwise noted, all learning activities are due for submission on the module close date.)

Modules, Exams, and Unique Assignments	Open Date	Close Date
Module 1: Orientation to the Course, Expectancies, Class Goals, Class Process, & Objectives	Jan. 16, 2024	Jan 24, 2024
Module 2: Career Contexts, Defining Counseling and Career Counseling, History of Career Development, Importance of Career Development in People's Lives	Jan. 16, 2024	Jan.31, 2024
Module 3: Theories of Career Development	Jan. 16, 2024	Feb.7, 2024
Module 4: Social Justice, Career Development, Diverse Populations, Oppression, Human Vulnerability, Culturally Appropriate Career Counseling: How do these Concepts Relate To Each Other?	Jan. 16, 2024	Feb. 14, 2024
Module 5: Assessment in Career Development and Processing Holland's Self Directed Search (SDS)	Jan. 16, 2024	Feb, 21, 2024
Module 6: The Role and Functions of Career Information in Career Development	Jan. 16, 2024	Feb. 28, 2024
Module 7: Career Counseling	Jan. 16, 2024	March 6, 2024
Module 8: Designing, Implementing, and Evaluating Career Development Programs Use of Technology to Support Career Development Understanding the results of your Career Factor Checklist	Jan. 16, 2024	March 20, 2024

Midterm Exam - Wednesday March 20, 2024		
Module 9: Teaching Career Development in Public Schools: Psychoeducational Interventions	March 20, 2024	March 27, 2024
Module 10: Career Development in Different Settings: Elementary, Middle, and High School and Career Development in Higher Education and Community Settings	March 20, 2024	April 3, 2024
Module 11: Career Development and Social Justice in the Context of Primary Prevention	March 20, 2024	April 10, 2024
Module 12: Ethical Issues and Career Development	March 20, 2024	April 17, 2024
Module 13: Dual Career Couples	March 20, 2024	April 17, 2024
Module 14: Job Seeking Skills	March 20, 2024	April 17, 2024
Module 15: Help With Assignment 4 - Your Career Socialization Papers: Professor's Reflection on His Career Socialization	March 20, 2024	April 17, 2024
Final Exam Wednesday	April 24, 2024	April 24, 2024

Description of Modules 1-15

CACREP STANDARDS 2 F .4 a-j, 5 G.1.c, 5G. 3e, 5G 3 g-k

Module 1: Expectancies, Class Goals, Class Process

Objectives:

To become oriented to the course

To know the dimensions of the course

To introduce yourself to each other

To develop a context for your own career development

To know the history and current issues in career psychology

To know how to orient a client to a career center and career counseling

Learning Activities:

Read the syllabus

Watch video lecture 1

Watch U Tube “If today were the last day of my life – Inspirational Speech” by Steve Jobs (1:53) <http://www.youtube.com/watch?v=kva-4ykonxc>

Steve Jobs Last and best Advice (2:55) <http://www.youtube.com/watch?v=ddswedwwon4>

Discussion- Introducing Yourself and provide reactions to Steve Jobs Advice

Read chapter 1 (Niles)

Watch DVD Program 1 – Part 1 Career Counseling in Progress (24 minutes and 35 seconds – Does career counseling matter and career orientations and initial meetings

Fill out needs assessment questionnaire

Take Quiz 1

Module 2: Career Contexts, Defining Counseling and Career Counseling, History of Career Development, Importance of Career Development in People’s Lives

CACREP STANDARD 2F.4b

Objectives:

Define counseling and career counseling

Discuss why career is important

Discuss why career development and work are psychological processes

Learning Activities

Watch video lecture 2

Read Blustein (2007) Electronic reserves

Watch Donald Trump's 10 Rules for Success

<http://www.youtube.com/watch?v=Exkp9e14xmc>

Complete online discussion 1- Why is career development important? Is career development a psychological issue? Provide reactions to Blustein's and Trump's ideas on work and success.

Module 3: Theories of Career Development

CACREP STANDARD 2.F. 4. a

Objectives:

To know the basic tenets of current and emerging theories of career development

To understand the role of theory in career development assessment

To know Holland's and Super's theories of career development

To review research on four critical areas in career choice and development

Learning Activities:

Watch video lecture 3

Read Niles chapters 2 and 3 and Fouad (2007)

Watch video: Donald Super's Career Development Theory CED 6020 (4 min. 31 sec.)

<https://www.youtube.com/watch?v=zxbqEeEgA4>

Watch video: Discovery Career Options – Self Directed Search Introduction (33minutes) – Meet John Holland <http://www.youtube.com/watch?v=zcenupjh230>

Take Self Quiz 2 &3

Module 4: Social Justice, Career Development, Diverse Populations, Oppression, Human Vulnerability, Culturally Appropriate Career Counseling: How do these Concepts Relate To Each Other?

CACREP STANDARD 2F 4g, 5g.3.k

Objectives:

To know what culturally appropriate career counseling

To understand discrimination and oppression as it relates to career development

Learning Activities:

Watch video lecture 2 (11:31 minutes)

Read chapter 4 - Niles

Read and take notes on Ihle-Helledy, Fouad et al., 2005; Byara-Winston & Fouad, 2006; Flores & Heppner, 2002.

Watch President Obama's eulogy at Charlestown, S.C. shooting – Funeral of Clementa Pinckney on social justice and religious issues related to violence and oppression.

(<http://www.youtube.com/watch?v=RK7tYOVdotts>)

Take Quiz 4

Complete Online Discussion 2 – Culturally Appropriate Career Counseling Model

Module 5: Assessment in Career Development

CACREP STANDARD 2F 4 e, 2F 4i, 5G.3.e

Processing Holland's Self Directed Search (SDS)

Objectives:

To know how psychological assessments relates to career counseling

To enumerate the purposes of career assessments

To know the responsibilities and competencies in completing career assessment and counseling processes.

To know your results on the Self Directed Search (SDS)

Learning Activities:

Watch video lecture 5 (14 minutes)

Watch video lecture “Assignment 1 Taking the Self Directed Search” (9 minutes)

Read chapter 5

Take the Self Directed Search (SDS)

Watch video How to understand your career interest

<https://www.youtube.com/watch?v=SWQJINQDM24>

Complete Assignment 1 Processing the SDS

Complete Discussion 3 – Reporting your Self Directed Search Results

Take self quiz 5

Module 6: The Role and Functions of Career Information in Career Development

CACREP STANDARD 2F 4c

Objectives:

To know the role of career information during career counseling

To know the many different sources and kinds of career information

To know the options for classifying career information

Learning Activities:

Watch video lecture 6 - Career Information and Resources (9 minutes)

Read chapter 6 of Niles

Determine which career center you will visit to complete Assignment 3 “Visiting Career Centers”

Take self quiz 6

Module 7: Career Counseling

CACREP STANDARD 2F 4 h and 2F4 e

Objectives:

Discuss what is known about career counseling

Know the definitions and processes of career counseling

Enumerate the counseling issues when doing career counseling

To know the different frameworks to do career counseling

To define how career counseling groups are useful and valuable

To know the national competencies and guideline frameworks to do career counseling and programming (Appendix C & E in Niles)

Learning Activities

Watch video lecture 8

Read chapter 8

Watch You tube Career Counseling- Paulie Penguin by Paul Vonasek

<http://www.youtube.com/watch?v=i1AlhL17clw>

Watch DVD Program 1 & 2 Part 1 Career Counseling in Progress:

Client 1 Career direction (Bud) Part 1 - 17: 55 minutes

Client 3 – Leaving Highschool (Angela) Part 2 – 17 minutes

Client 4 – Student's Future Plans(Jeff) Part 2 – 17 minutes

Complete Discussion 4 –Analyzing career sessions of either Angela or Jeff

Take self quiz 8

Module 8: Designing, Implementing, and Evaluating Career Development Programs

Use of Technology to Support Career Development

Understanding the Results of your Career Factor Checklist

CACREP STANDARD 2 F 4f, 2F4 c; 2F 4e

Objectives:

To know the 9 steps of career program design and implementation

To review sample career programs in five different educational or community settings

To know how evaluate career programs

To know options for using technology in career services

To know web based career systems

To review the ways computers can be used in providing services to students

To know the results of your Career Factor Checklist

Learning Activities:

Watch video lecture 9 (12 minutes)

Watch video lecture 7 (4: 59)

Read chapter 9 Niles (Designing career delivery services

Read chapter 7 Niles (Technology)

Read O'Neil et al (1980a) and O'Neil et al., (1980b)

Watch video lecture – “Assignment 2 Taking the Career Factor Checklist”

Complete Assignment 2 - The Career Factor Checklist (CFC)

Take Quizzes 7 and 9

Complete Discussion 5 – Reporting your Career Factor Checklist Assignment

Prepare for the midterm using the course study guide

Module 9: Teaching Career Development in Public Schools: Psychoeducational Interventions

CACREP STANDARD 2F4f, 2F 4h, 2F4i, 5G1c

Objectives:

To know what psychoeducation is

To know how psychoeducation relates to career education

To understand the teacher/counselor as a clinician in the classroom

To review the issues in implementing career education in schools

To review 25 different printed resources to use with students

To visit UCONN's Career Development Center and review UCONN's Career Services Web Page

Learning Activities:

Watch video lecture 14

Review “Applied Career Development Interventions For Students in EPSY 5306: Principles of Career development in Counseling (pp. 1-45).

Complete Assignment 3 Visiting Career Centers

Module 10: Career Development in Different Settings:

Elementary, Middle, and High School and

Career Development in Higher Education and Community Settings

CACREP STANDARDS 2F4 f, 5.G1.c, 5.G.3g, 5G.3.j, 5G3k

Objectives:

To review career delivery systems in 5 different school or community settings

To review career interventions in elementary, middle and high school settings

To review career interventions in higher education and community settings

To review 42 sample career development activities in elementary, middle, high school settings

Learning Activities:

Watch video lecture 10

Read chapters 10-14 in Niles

Watch DVD Sections Program 1 & 2 Part 1 Career Counseling in Progress:

Client 2 Laid off worker (Melanie) Part 1: 35 minutes

Client 5 – Career change (Val) Part 2: 18 minutes

Complete online discussion 6 – College Counseling With Youth

Complete Self Quizzes 10-13

Module 11: Career Development and Social Justice in the Context of Primary Prevention

CACREP STANDARDS 2 F4g, 2F4j, 5G3k

Objectives:

To answer the question: How is career development a social justice issue?

To know the definition of primary prevention and the skills required to do it

To review the injustices you have experienced and how they made you think and feel

To know the relationship between primary prevention and social justice

To ponder and decide what your personal-professional role will be with combatting social injustice

Learning Activities:

Watch video lecture 15

Read Vera, Buhin, & Isacco (2009)

Watch the “Power of Choice” DVD by Michael Pritchard – counselor and stand up comic as an example of primary prevention in schools.

Complete On line Discussion 7 – Why is career development a social justice issue? What does primary prevention have to do with combatting discrimination and oppression. Discuss your personal and professional position on social injustices and your career.

M CACREP STANDARDS

Module 12: Ethical Issues and Career Development

CACREP STANDARD 2F4j

Objectives:

To know the ethical issues in career development

Know how to resolve ethical dilemmas

Review the National Career Development Association’s Ethical Standards in Appendix A of Niles

Review the career counseling competencies of the National Career Development Association in Appendix C of Niles

To know ways to resolve ethical dilemmas

Learning Activities:

Watch Video lecture 16

Read chapter 15 (Niles)

Read Appendix A and C (Niles)

Take Quiz 14

Module 13: Dual Career Couples

CACREP STANDARDS 2F4e, 2F4g

Objectives:

To know dual career couples dilemmas

To review an assessment model to understand dual career couples problems and potentials

To know dual career couples assessment domains

Learning Activities:

Watch Video Lecture 17

Read O'Neil, Fishman, Kinsella-Shaw (1987)

Module 14: Job Seeking Skills

CACREP STANDARDS 2F4h, 2F4i, 5G3.g

Objectives:

To know the three phases of the job seeking process

To know the emotional psychological issues experienced during the job seeking process

Learning Activities

Watch Video lecture 18

Read Job Seeking Manual : A Training Manual to Facilitate the Job Seeking Process (O'Neil & Heck)

Module 15: Help With Assignment 4 - Your Career Socialization Papers: Professor's Reflection on His Career Socialization

CACREP STANDARDS 2.F.4b

Objectives:

To observe the professor's analysis of his career socialization process

To see how the multiple factors affected the professor's career socialization paper.

To reflect on how the career factors affect your own career development and the finalization of Assignment 4 – Your paper on your own career development

Learning Activities:

Watch video lecture 19

Complete Assignment 4 – Paper Analyzing Your Career Socialization

Prepare for the Final Exam Using Study Guide

Course Resources Dimensions

Modules

There are 16 modules that describe the content of the whole course. In each module, the detailed learning activities and learning objectives are specified.

Video Lectures

There are 17 video lectures in this course and numerous You-tube videos.

Self Quizzes

The course has 14 self quizzes. You can take each quiz as many times as you need to master the content; however to earn a complete 3 points credit for each self quiz, you must earn 80% or higher on one of your attempts.

OnLine Discussions

There are 7 discussion in this course worth 10 points each. To earn a complete 10 points on a discussion activity, you must demonstrate adequate effort, analysis, depth, and personalization on your original post and respond to at least one of your peer's original posts with adequate effort, analysis, depth, and personalization. Also, you are asked to post a reaction to some other student's post. You must do this to get full number of points. Specific "Discussion Guidelines" are printed below.

Assignments

There are 4 assignment activities in this course worth 10 points each. You must meet the articulated criteria for each assignment to earn the maximum points.

Midterm and Final Exams

The midterm exam will have 54 multiple choice item questions and the final exam will have 50 items both taken online. You will have a 24 hour period to take each exam. There are no make-ups for this exam, so please plan your study and schedule in advance.

Requirements and Grading

Summary of Course Requirements and Point Values

Course Component	Possible Points
Self Quizzes (14 @ 3 points each)	42 points
Discussions (7 @ 10 points each)	70 points
Assignments (4 @ 10points each)	40 points
Midterm Exam	54 points
Final Exam	50 points
TOTAL	256 points

Total Course Points Conversion to Alpha Grade

Total Course Points Earned	Alpha Grade Equivalent
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226 and Above	A
215 -225	A -
204 – 214	B+
193 – 203	B
182 - 192	B-
171 – 181	C+
160 – 170	C
149 – 159	C-
138 – 148	D+
127 – 137	D

116 – 126**D-****Less than 126****F**

MISSING ASSIGNMENT AND EXAM DATES: There will be no routinely scheduled make-up exams for this class. If you miss an exam, you must present a written medical (or an equivalent) explanation to the instructor. Points will also be subtracted for any work turned in late without a legitimate excuse (death in the family, serious illness ect.).

Criteria for Grading All Assignments and Class Activities

- 1) Clarity of writing and thought
- 2) Factual Accuracy of writing and thought
- 3) Validation of views using current theoretical & empirical literature
- 4) Creativity of thought
- 5) Synthetic nature of thought and writing
- 6) Completion of assignments on due dates
- 7) Personalization of course content
- 8) Contribution to other class members' learning, knowledge, & growth

Description of Online Assignments

Assignment Submission: 1. Processing the Self Direct Search - Due: Feb. 21, 2024 **CACREP Standard 2F4e**

Take the Self-Directed Search and write a two page (minimum) summary of your results. Address the following questions: 1) What were your results in terms of your Holland codes? 2) Do the results help you understand your own career development and if so, How? 3) What Holland types (3 letter codes) would you predict your parents would have? 4) What questions do you have about the SDS? Be prepared to discuss your papers in class during the large or small group session.

Assignment Submission: 2. Completing the Career Factor Checklist - Due: March 20, 2024 **CACREP Standard 2F4e, 2F4b, 2F4i**

This unit is designed to enhance students' self knowledge about their career socialization. If you can understand your own career socialization, it more likely that you will be able to fully comprehend the complexity of future client's and students' career decision making.

After taking the Career Factor Checklist and careful reflection, you are asked to write some brief comments on your impressions of your results.

What factors, influences, and events have shaped your own career development? What specific factors (See the Career Factor Checklist), people, and events make your career development different from any other person? For example, how has your career development been differentially affected by 1) your early childhood experiences, 2) your parent or family values, 3) societal influences in schools, the media, and the overall values of the American culture, 4) your personality, 5) socioeconomic, race, class, ethnic, and religious factors, 6) chance factors, 7) specific event or transitions in your life, and 8) Psychosocial, emotional, and psychological barriers/problems.

Assignment Submission: 3. Visiting Career Centers Summary -Due March 27, 2024
CACREP Standard 2F4c

In this assignment you are asked to go to visit University of Connecticut's Center for Career Development web site, (<http://www.career.uconn.edu>) When visiting the pages, list the resources, information, videos, and other helpful services. Please watch all videos for the UCONN Career Center. You are also asked to visit UCONN's Career Center in Wilbur Cross Building (Room 202, 233 Glenbrook Road. CUE Room 217.

After visiting the web site and the center, please respond to the following questions:

1. What were impressions of UCONN's online web pages?
2. What resources at the Center would useful to you as a school counselor?
3. What skills are necessary to develop these kind of web pages?
4. Write a summary of what you observed and experienced in UCONN's Career Center. Be specific about the resources you found in this center that would be useful to you as a career counselor.

Assignment Submission: 4. Analyzing Your Career Socialization – Due April 17, 2024
CACREP Standard 2F4b

Specifically, the purpose of this assignment is for you to personally analyze your own career socialization. What factors, influences, and events have shaped your own career development? This paper should capture a personal and career analysis of your life from the values, attitudes, and behaviors that you have developed up to this point in your life. What specific factors (See the Career Factor Checklist), people, and events make your career development different from any other person? For example, how has your career development been differentially affected by 1) your early childhood experiences, 2) your parent or family values, 3) societal influences in schools, the media, and the overall values of the American culture, 4) your personality, 5) socioeconomic, race, class, ethnic, and religious factors, 6) chance factors, 7) specific event or transitions in your life, and 8) Psychosocial, emotional, and psychological barriers/problems.

Your paper should specifically address many of these areas. Your content is your own

knowledge about how you have been socialized. Personal reflection, discussions with others, and a conscious awareness of your past and present are prerequisites for completing this assignment. This is not a paper that can be written in a couple days or without considerable thought. Please use APA style of writing and also include a complete bibliography of sources cited. Papers are to be typed (double spaced, 12 pt font) and should not exceed 10 pages.

Online Quizzes

There are 14 quizzes in the course; one for each chapter. The self quizzes are designed to help you digest the course material and prepare you for taking certification exams and comprehensives at the end program. After you go to Husky CT, do the following:

1. On front page of Husky CT, click quizzes for EPSY 5306
2. Go to Quizzes and click
3. See below for example

Example: Chapter 1 quiz

Description

Available starting: January 18 , 2023 12:01 AM

Available until: March 21, 2023 11:59 PM

Duration:

Note: your completion time is measured from when you click **Begin Assessment** to when you click **Finish**.

Once the allotted time has expired, you will not be able to save any more questions.

Question delivery: All at once

Note: questions can be answered in any order. You can revisit questions after you have answered them.

Attempts allowed: Unlimited

Attempts completed: 0

Grade: -/3

There is no time limit when taking the quizzes. You can take the quizzes as many times as needed, but you need to get 100% correct. For each complete quiz you will receive 3 points. Quizzes 1-9 are available from January 17, 2023, 8:00 am until the close date, March 22, 2023, 11:59 pm. After this close date you will not be able to do the quizzes or receive the points.

Quizzes 9-14 are available from March 22, 2023, 8 am until the close date of April 26, 2023 11:59 pm. After this close date, you will not be able to do the quizzes or receive the points. I will give you credit for the quizzes by checking my Husky CT gradebook. You are encouraged to work ahead of the course sequence with the readings and quizzes.

OnLine Discussions:

Introductions and Discussions

Now that you are a bit more acquainted with Husky CT, introduce yourself and state the degree program you are in. Briefly explain your past work history by listing the jobs that you have had and whether the work that has been Enjoyable/pleasurable or been a Burden/Downer. Please share what your personal and psychological experience of your past work experience has been (success, failure, enjoyment, burn out, dread, achievement, satisfaction, ect.).

What do the 2 videos by Steve Jobs say to you emotionally? How did you feel? What ideas moved you or made you think about yourself or something important in your life?

Finally, state what your expectancies and hopes are for this course. What do you want to get out of this course and what can you contribute to it?

Please react to one other student's posting on any of the questions above.

1 . Why is Career Development Important? Is Career Development a Psychological Process? Due – Jan, 31, 2024

CACREP Standard 2F4 a,f

First, based on what you know at this earlier point in the course, provide ideas why career development is important to you in the following ways: 1) personally, 2) in your future professional role as a school counselor or mental health expert, 3) as a citizen of a multicultural and democratic society.

Second, explain how career development is psychological in nature. Be specific how career development and psychological processes interact in people's lives.

I am not expecting that you will have full answers to all of these questions since we just started the course, but do your best to provide a full rationale why career development is important and worth studying in your masters program.

Provide personal statements on your views of Donald Trump's and David Bluestein's ideas on work and success.

After you have made your post, respond to one or multiple posts of another student. You can confirm, agree, disagree, expand on anyone's point. Try to engage this discussion with energy and purpose. At the end we will see if we have provided a robust rationale on why career development is important.

2. Critique of Helledy, Fouad et al.'s Culturally Appropriate Model of Career Counseling Due – February 14, 2024

CACREP Standard 2 F4.g, 2F4j, 5G3K

In the Ihle-Helledy, Fouad et al.'s (2005) chapter, the authors describe a five stage model, the Culturally Appropriate Career Counseling Model (CACCM). The follow-up article ((Byars-Winston & Fouad, 2006) refine this model and discuss a six step model. Provide a critique of this model after you have listed the 6 stages. What did you like about the model? Does it seem relevant to your work as a school counselor and if so, Why? What are any limitations of the model or areas where the model might be expanded? What questions do you have about the model?

Complete a content analysis (theme analysis) of President Obama's Charleston eulogy of Rev. Clementa Pinckney and the other slain members of the Emanuel AMR Church. Your content analysis should summarize concepts in the eulogy related to any concepts in the course (See the syllabus or modules for the content areas in this course). Answering this question requires reflective thought and careful analysis of the eulogy.

After making your post, respond to another student's post with your reactions, comments, agreement, praise, or disagreement with the points they have made.

3. Reporting Your Self Directed Search Assignment – Due Feb 21, 2024

CACREP Standard 2F4e, 2F4h, 2F4i

After taking the Self-Directed Search report your results. This can be done by posting Assignment 1 (Processing the Self-Directed Search) or portions of it. Address the following questions: 1) What were your results in terms of your Holland codes? 2) Do the results help you understand your own career development and if so, How? 3) What Holland types (3 letter codes) would you predict your parents would have? 4) What questions do you have about the SDS?

Read other students' posts and comment on at least one person's statement about their Self Directed Search results.

4. Analyzing Career Counseling Sessions (Angela and Jeff) – Due March 6, 2024

CACREP Standard 2F4e, 2F4f, 2F4h

Watch the career counseling sessions of Angela and Jeff in the DVD Career Counseling in Progress. Both are in Part 2 (Client 3 and 4). Choose either Angela or Jeff and answer this question: What did the career counselor do? What skills did she/he demonstrate? Raise three unanswered questions you had about the career counseling session. React/respond to someone's else post about what they observed or were questioning.

5: Reporting Your Career Factor Checklist Assignment – Due March 20, 2024

CACREP Standard 2F4e

After taking the Career Factor Checklist report your impressions of your results. You may report Assignment 2 (Completing the Career Factor Checklist) or portions of it. Address some of the following questions. What factors, influences, and events have shaped your own career development? What specific factors (See the Career Factor Checklist), people, and events make your career development different from any other person? For example, how has your career development been differentially affected by 1) your early childhood experiences, 2) your parent or family values, 3) societal influences in schools, the media, and the overall values of the American culture, 4) your personality, 5) socioeconomic, race, class, ethnic, and religious factors, 6) chance factors, 7) specific event or transitions in your life, and 8) Psychosocial, emotional, and psychological barriers/problems.

Read other students' posts and comment on at least one person's statement about their Career Factor Checklist results.

6: College Counseling With Youth Due – April 3, 2024

CACREP Standard 5G3g, 5G3j

In this discussion please provide your thoughts on how to do effective “college counseling” with youth. Overall there are five questions: 1) How do you help students prepare for higher education and employment during high school? 2) How do help students and their families prepare for the application process for higher education or job entry? 3) How do you help students (and parents) choose jobs or colleges? 4) How do you work with parents, teachers, and administrators in helping students with college planning and job planning, 5) How do you help students with their high school to college transitions and job placements?

Furthermore, how do you help students who are economically challenged, poor, without hope or resources, and do not believe that they can attend college or find meaningful employment. What culturally sensitive approaches and awareness are needed to close the achievement gap for many students who aspire for higher education but don’t think they can make it?

Your discussion should be in the context of at least 10 of the following topics: high school courses & college-prep requirements, high school course performance & college entry, motivating the unchallenged student, advanced placement courses, community college courses/curriculum, international baccalaureate, college-level examination program (CLEP), importance of high school extracurricular and college entry, working with parents, ‘the senior

year”, academic portfolio/schedule, helping students/parents research colleges, visits from college representatives, organizing and implementing a college fair, presentations on college majors, creating newsletters and handbooks on college counseling, advising students on college “fit”, working with parents on college counseling, college planning: how to get started, 9th and 10th grade: planning lists for parents, college planning calendar for juniors and seniors, questions to ask college representatives, how to get the most out of a college fairs: tips for students, how to make the most of a college interview, helping student assess colleges, how to involve parents in assessing colleges, resources that students and parents need to do college planning, writing letters of recommendations, how to write cover letters and resumes, how to prepare and be successful for a job interview, counseling student athletes, critical information on the high school to college transitions.

7. Why is Career Development a Social Justice Issue? Due – April 10, 2024

CACREP Standard 2F4g, 2F4j, 5G3.k

In this discussion, you are asked to provide your own ideas about how career development relates to social justice issues. Read Vera, Buhin, & Isacco (2009) on the role of prevention in psychology's social justice agenda and think about their ideas in the context of what you have learned in this course on career development. There are no readings that will guide your thought on this question. I am asking you to give your own analyses, ideas, and opinions

Online Discussion Guidelines: Please Read These Carefully

One of the advantages of discussions online is that you can engage your instructor and fellow students at times when it is convenient for you. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics--but it's up to you to make this happen.

Post at least one message to each discussion area. There is no upper limit to the number of times you can contribute to a discussion, and you will find that a busy discussion is a good one. Each contribution should be well written and interesting to read, with evidence of originality and considerable reflection. It should also demonstrate that you have read the relevant course materials.

Here are some guidelines for participating in an online discussion:

1. Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.

2. Do the appropriate preparation, such as reading and lesson activity work, before you join the discussion.
3. Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer.
4. Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.
5. Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said ("Piggy-back" on other people's ideas).
6. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?
7. Share your experience with your fellow students. You may be able to offer advice to someone who is newer to the course.
8. Respect others' ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable in this course.

Career Interventions Packet

I have put together a packet of exercises/activities, interventions that I have used with students and clients over the years. This information is part of Module 9 and found in electronic reserves. Some of the activities include:

Career Factor Checklist
 Self- Directed Search
 Career Transition Checklist
 Using the Career Factor Checklist as a Classroom intervention
 Sentence Completion Exercise
 Career Decision Making Exercise
 Decision I'll have to make
 Vocational History Form
 20 thing you love to do
 Researching Careers
 Visiting UCONN's Career Center
 Gender Role Conflict Scale online (Male and Female Versions)
 Gender Role Journey Scale Online

Additional activities are found in your text (Niles & Harris-Bowlsbey, 2017) for elementary schools (pp. 346-363), middle/junior and High School (pp. 393-407), and Higher Education (pp.435-443).

Text Books Consulted Preparing the Course

Lapan, R.T. (2004). *Career development across the K-16 years: Bridging the present to satisfying and successful futures*. Alexandria, Va.: American Counseling Association.

Anderson, P. & Vandehey, M. (2006). *Career counseling and development in a global economy*. Boston, MA.: Lahaska Press.

Peterson, N. & Gonzalez, R. (2005). *The role of work in people's lives: Applied career counseling and vocational psychology*, 2nd edition, Belmont, CA.: Thomson.

Sharf, R.S. (2006). *Applying career development theory to counseling*. Belmont, CA.: Thomson.

Gysbers, N., Heppner, M. J. & Johnston, J.A. (2003). *Career counseling: Process, Issues, Techniques* (2nd edition). Boston, MA.: Allyn & Bacon.

Blustein, D.L. (2006) *The psychology of working: A new perspective for career development, counseling, and public policy*. Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.

Dugan, M. H. & Jurgens, J.C. (2007). *Career interventions and techniques: A complete guide for human service professionals*. Boston, MA.: Pearson Education, Inc.

Herring, R.D. (1998). *Career counseling in schools: Multicultural and developmental perspectives*. Alexandria VA.: American Counseling Association.

Brown, D. (2007). *Career information, career counseling, and career development*. Boston, MA.: Pearson Education Inc.

Gibson, R. L. & Mitchell, M. M. (2006). *Introduction to career counseling for the 21st century*. Boston, MA. : Pearson Education Inc.

Amundson, N.E., Haris-Bowlsbey, J. & Niles, S.G. (2005). *Essential elements of career counseling*. Boston, MA.: Pearson Education Inc.

Herr, E. L.; Cramer, S.H. & Niles, S.G. (2004). *Career Guidance and counseling through the lifespan: Systematic approaches*. Boston, MA.: Pearson Education Inc.

Capuzzi, D. & Stauffer, M.D. (2006). *Career counseling: Foundations, perspectives, and applications*. Boston, MA.: Pearson Educational, Inc.

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Brown, D., & Brooks, L. (1996). *Career choice and development* (3rd ed.). San Francisco: Jossey-Bass.

Crites, J. O. (1981). *Career counseling: Models, methods, and materials*. New York: McGraw-Hill.

- Drummond, R. J., & Ryan, C.W. (1995). *Career counseling: A developmental approach*. Englewood Cliffs, NJ: Prentice Hall.
- Ginzberg, E., Ginsburg, S., Axelrad, J., & Herma, J. (1951). *Occupational choice*. New York: Columbia University Press.
- Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology Monograph*, 28, 545-579.
- Herr, E. L., & Cramer, S. H. (1996). *Career guidance and counseling through the lifespan: Systematic approaches* (5th ed.). New York: Harper-Collins.
- Hesketh, B., Elmslie, S., & Kaldor, W. (1990). Career compromise: An alternative account to Gottfredson's theory. *Journal of Counseling Psychology*, 37, 49-56.
- Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd Ed.). Odessa, FL: Psychological Assessment Resources.
- Isaacson, L. E. (1985). *Basics of career counseling*. Boston: Allyn & Bacon.
- Kapes, J. T., Mastie, M. M., & Whitfield, E. A. (1994). *A counselor's guide to career assessment instruments* (3rd Ed.). Alexandria, VA: National Career Development Association.
- Kummerow, J. M. (Ed.) (1991). *New directions in career planning and the workplace: Practical strategies for counselors*. Palo Alto, CA: Davies-Black.
- LaBauve, B. J., & Robinson, C. R. (1999). Adjusting to retirement: Considerations for counselors. *Adultspan Journal*, 1(1), 2-12.
- McDaniels, C., & Gysbers, N. C. (1992). *Counseling for career development*. San Francisco: Jossey-Bass.
- Osipow, S. H., & Fitzgerald, L. F. (1996). *Theories of career development* (4th ed.). Boston: Allyn & Bacon.
- Peterson, G. W., Sampson, J. P., & Reardon, R. C. (1991). *Career development and services: A cognitive approach*. Pacific Grove, CA: Brooks/Cole.
- Reardon, R. C., Lenz, J. G., Sampson, J. P., & Peterson, G. W. (2000). *Career development and planning: A comprehensive approach*. Stamford, CT: Brooks/Cole.
- Robinson, C. R. (1995). *The effects of a career course on the career maturity of undergraduates*. Ann Arbor, MI: University Microfilms Incorporated.
- Robinson, C. R., & LaBauve, B. J. (1999). Retirement Recycling: A model for retirement adjustment intervention. *Career Planning and Adult Development Journal*, 15(3), 41-53.
- Savickas, M. L., & Lent, R. W. (Eds.) (1994). *Convergence in career development theories: Implications for science and practice*. Palo Alto, CA: CPP Books.
- Savickas, M. L., & Walsh, W. B. (1996). *Handbook of career counseling theory and practice*. Palo Alto, CA: Davies Black.
- Seligman, L. (1994). *Developmental career counseling and assessment* (2nd ed.). Thousand Oaks, CA: Sage.

- Sharf, R. S. (1997). *Applying career development theory to counseling* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Spokane, A. R. (1991). *Career interventions*. Englewood Cliffs, NJ: Prentice Hall.
- Super, D. E. (1957). *The psychology of careers*. New York: Harper & Row.
- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown, L. Brooks, & Associates, *Career choice and development* (2nd ed., pp. 197-261). San Francisco: Jossey-Bass.
- Super, D. E. (1991). *Career-development, assessment and counseling: The C-DAC model*. Palo Alto, CA: Consulting Psychologists Press.
- Swanson, J. L., & Fouad, N. A. (1999). *Career theory and practice: Learning through case studies*. Thousand Oaks, CA: Sage.
- Zunker, V. G. (1998). *Career counseling: Applied concepts of life planning* (5th Ed.). Pacific Grove, CA: Brooks/Cole.
- Zunker, V. G., & Norris, D. S. (1998). *Using assessment results for career development* (5th Ed.). Pacific Grove, CA: Brooks/Cole.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code Review](#) and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Scholarly Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Registration Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

Academic Support Resources

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from [Blackboard's Accessibility Information](#))

Biography of Instructor For EPSY 5306

James M. O'Neil, Ph.D. is Professor of Educational Psychology and Family Studies at the University of Connecticut and a licensed psychologist in private practice in South Windsor, Connecticut. In 1975, he received his doctorate from the Department of Counseling and Personnel Services at the University of Maryland. He is a fellow of the American Psychological Association in Divisions 17, 35, 43, 51, 52, & 56. He is one of the founding members of the Society for the Psychological Study of Men and Masculinity (SPSMM), Division 51 of the American Psychological Association. SPSMM named him Researcher of the Year in 1997 for his 20-year research program on men's gender role conflict. His research programs relate to men and masculinity, gender role conflict, psychology of men and women, and violence and victimization. He has published over 125 journal articles and books chapters and is the author of the Gender Role Conflict Scale (GRCS), a widely used measure of men's conflict with their gender roles. Over 550 studies have used the GRCS with over 250 of the studies being published in psychological journals. He published (with Michele Harway) *What Causes Men's Violence Against Women?* in 1999 (Sage Publications) and his last book, *Men's Gender Role Conflict: Psychological Costs, Consequences, and an Agenda for Change* was published in November, 2014 by APA Books. In 1991, he was awarded a Fulbright Teaching Scholarship by the Council for International Exchange of Scholars, to lecture in the former Soviet Union. He lectured at Moscow State Pedagogical University from February through April, 1992, on such topics as psychological counseling, psychology of gender roles, and victimization. In 1995, he was awarded Teaching Fellow status by the University of Connecticut for his outstanding excellence and dedication to the university teaching profession. In August, 2008, he received the Distinguished Professional Service Award from Division 51 of the American Psychological Association for his 25 year research program on men's gender role conflict and his advocacy for teaching of the psychology of men in the United States. He has advocated professional activism with gender role and social justice issues throughout his 40 years as a counseling psychologist.

Appendix A

EPSY 5306 – Principles of Career Development in Counseling

CACREP Curricular Content	2016 STANDARD
Theories and models of career development, counseling, and decision making	2.F.4.a
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	2.F.4.b
Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	2.F.4.c
Approaches for assessing the conditions of the work environment on clients' life experiences	2.F.4.d
Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	2.F.4.e
Strategies for career development program planning, organization, implementation, administration, and evaluation	2.F.4.f
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	2.F.4.g
Strategies for facilitating client skill development for career, educational, and life-work planning and management	2.F.4.h
Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i
Ethical and culturally relevant strategies for addressing career development	2.F.4.j
Models of P-12 comprehensive career development	5.G.1.c
Use of developmentally appropriate career counseling interventions and assessments	5.G.3.e
Strategies to facilitate school and postsecondary transitions	5.G.3.g
Interventions to promote college and career readiness	5.G.3.j
Strategies to promote equity in student achievement and college access	5.G.3.k

Course Objectives

	STANDARD	EVALUATION
To list rationales for why career development is critical in human experience for school counselors and other mental health providers	2.f.4.b	Midterm and Final Exam, Quizzes, Discussion 1
To explore how career development is a personal, professional, and political issues in students' lives	2.f.4.b	Midterm and Final Exam, Quizzes
To list the multiple paradoxes of work and love that produce pleasure, passion, and pain in people's lives	2.f.4.b	Midterm and Final

Exam, Quizzes

To know how career development relates to human development over the lifespan	2.f.4.b	Midterm and Final Exam, Quizzes
To enumerate the ways that careers, families, and close relationships are affected by each other	2.f.4.b	Midterm and Final Exam, Quizzes
To know the factors, correlates, or problem areas that affect career decision making	2.f.4e	Midterm and Final Exam, Quizzes, Assignment 2, Discussion 5
To discuss the major career development theories and decision making models	2.f.4.a	Midterm and Final Exam, Quizzes
To know how counseling and psychotherapy skills are relevant to career counseling	2.f.4.h	Midterm and Final Exam, Quizzes
To understand career planning processes, techniques, and resources	2.f.4.c	Midterm and Final Exam, Quizzes, Discussion 4
To understand the role of assessment in career planning	2.f.4.d	Midterm and Final Exam, Quizzes
To observe career counseling sessions and hear critical comments by career counselors about their counseling	2.f.4.d	Midterm and Final Exam, Quizzes, Discussion 5
To know how to create career development programs, implement them, administer them over time, and evaluate them	2.f.4.f	Midterm and Final

for effectiveness		Exam, Quizzes
To visit a career centers (online) and one on the UCONN campus	2.f.4.c	Midterm and Final Exam, Quizzes, Assignment 3
To know how to locate career, avocational, educational, occupational, and labor market information needed in career planning	2.f.4.c	Midterm and Final Exam, Quizzes
To know technology-based career development applications and strategies	2.f.4.c	Midterm and Final Exam, Quizzes
To understand the critical issues in designing and implementing career development in schools (elementary, middle, high school) or other educational settings)	2.f.4.f	Midterm and Final Exam, Quizzes
To understand how race, class, sex, gender roles, age, sexual orientation, ethnicity, religious orientation, and other diversity factors affect career planning	2.f.4.j	Midterm and Final Exam, Quizzes, Discussion 2
To understand how forms of oppression (racism, sexism, classism, ethnocentrism, and ageism) affect people's career development	2.f.4.g 2.f.4.j	Midterm and Final Exam, Quizzes, Discussion 2
To know what a culturally culturally appropriate career model of career counseling is	2.f.4.g	Midterm and Final Exam, Quizzes, Discussion 2
To know the 6 steps of the Fouad's and Bingham's culturally appropriate career model of career counseling	2.f.4.g 2.f.4.j	Midterm and Final Exam, Quizzes, Discussion 2

To identify the diversity factors that affect career development of special populations	2.f.4.g 2.f.4.j	Midterm and Final Exam, Quizzes
To understand the importance and the required skills for effective “college counseling” with youth	5.g.3.j 5.g.3.k	Midterm and Final Exam, Quizzes, Discussion 6
To answer these three questions: 1) How do you assess colleges? 2) How do you help students choose colleges?, 3)How do you help students with their high school college transitions?	5.g.3.j 5.g.3.k	Midterm and Final Exam, Quizzes, Discussion 6
To discuss how to teach career planning in public schools	2.f.4.f	Midterm and Final Exam, Quizzes
To define and discuss how to do psychoeducation in schools and the community	2.f.4.f	Midterm and Final Exam, Quizzes
To know over 10 career interventions to facilitate students’ career development processes	2.f.4.e	Midterm and Final Exam, Quizzes
To be able to use Holland’s Self Directed Search	2.f.4.e	Midterm and Final Exam, Quizzes, Assignment 1, Discussion 3
To know the basic steps of job seeking including the preinterview preparation, interviewing, and postinterview assessment	2.f.4.b	Midterm and Final Exam, Quizzes
To know the relationship between career development and social justice	5.g.3.k	Midterm and Final

Exam, Quizzes,
Discussion 7

To explore how the career socialization process has shaped your life in the past and presents 2.f.4.b

Midterm and Final
Exam, Quizzes,
Assignment 4

To enumerate any ethical and legal issues related to career development 2.f.4.j

Midterm and Final
Exam, Quizzes

To critically evaluate the course in terms of teaching effectiveness, relevance, and usefulness N/A

UConn SET
Evaluation

To enjoy the course and each other during the semester N/A

N/A