Career Development for School Counselors: PSYCH 6260
Online, Summer Semester 2015 (May 11 through August 14)

Instructor: Kathryn S. Bitner, PhD
Phone: (801) 803-3113
Office Hours: by appointment
E-mail: kathy.bitner@live.com

Course Overview (Content Area): Career Development for School Counselors is a two credit graduate level course intended for students who plan to license for and enter the field of professional school counseling. The course is based on essential knowledge and skills as established by the Utah State Office of Education standards which are based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards (2009).

Specifically, the course focuses on providing an understanding of career development and related life factors including the following: (1) theories of career development and career decision making models including but not limited to the theories/models of Parsons, Holland, Super, Krumboltz, and Gottfredson and emerging theories/models of Social Cognitive Career Theory, Career Information Processing, the Values-based model and the Integrated Life Planning model; (2) education, career and labor market information resources, (3) educational and career development program planning, organization, implementation, administration, and evaluation; (4) relationship of work, family and other life roles and factors (including multicultural issues in career development); (5) career and educational planning, placement, follow-up, and evaluation; (6) assessments in career planning and decision making; (6) career counseling processes, techniques, and resources in the school, (7) legal and ethical considerations.

Prerequisites: Students are expected to be admitted into the school counseling program or received department permission.

Required Materials: Niles, S. G., & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century (4th Ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall. Either electronic or print editions are acceptable. Earlier editions may be used but students are responsible for and will be tested on material in the 4th edition.

Accommodations: The Americans with Disabilities Act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program.” If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (435.797.2444), preferably during the first week of the course.

Student Expectations: For many students, this is the first online class they will take in graduate school. Online learning is inherently different from face to face classes. To assist students in time management and balancing personal obligations, the class has been divided into learning modules. Students are welcome to work ahead and complete the class readings and assignments early or they are welcome to follow the structured timeline. Late assignments may not be accepted and if accepted, will be marked down according to instructor discretion.

Structure of the Course/Method of Instruction: The course may include readings, audiovisual examples, online/posted class discussions, experiential exercises, written assignments and exams. The class is divided into six modules, discussions and a final.

Course Objectives (Knowledge & Skill Outcomes as defined by the USOE Standards): At the successful completion of the course students should be able to demonstrate:

- Career development theories and decision-making models (4.1)
- Career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems (4.2)
- An understanding of the relationship between economic and labor market factors and career development (4.3)
- Career development program planning, curriculum development, organization, implementation, administration, and evaluation (4.4)
- Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development (4.5)
- Career and educational planning, placement, follow-up, and evaluation (4.6)
- Assessment instruments and techniques that are relevant to career planning and decision making (4.7)
Technology-based career development applications and strategies, including state sponsored Career Information Delivery Systems and appropriate worldwide websites (4.8)
Ethical and legal considerations (4.9)

Course Assignments: Assignments are created to give students experience with career counseling and to explore their own career development. Assignments have individual assignment sheets provided in each module and are to be turned in via Canvas before the due date unless other arrangements have been made.

- Career Autobiography (20 points): Students will gain an understanding of their own career development and choice by answering questions typically asked during a career counseling interview. Rather than creating a list of answers, students will write an APA style narrative (paper) to show their personal career development.

- Personal Theory (35 points): Students will develop their own theory of career counseling based on the theories researched in class. A three to four page APA style paper will summarize each student’s ideas.

- Internet Resource Review (15 points): Many resources are available online for career counseling. Students will review various sites and create a list to be used in the future as school counselors.

- Career Counseling Strategies (30 points): There are many experiential activities to help students learn more about what they careers they are interested in doing in the futures. Students will choose three different activities as if they were the student to see what these activities might be like for students.

- Career & Technical Education Lessons (25 points): School counselors provide career development lessons and activities in the classroom to help students understand the career development process. In Utah, state curriculum is provided for the 7th grade College and Career Awareness class. Students will review this curriculum and provide feedback for lessons.

- Career Center Planning (20 points): Schools provide Career Center for their students to research career interests. Students will visit and evaluate various careers centers in order to see what they find essential to put into a career center of their own. Students will record their findings in a three to four page APA style paper.

- Discussion Boards (40 points): Each module asks students to “think outside the chapter” as they consider their own career development. Answers to module questions will be shared on Canvas discussion board. Students are expected to post for each chapter and read other’s comments.

- Final Exam (110): The final exam will be questions selected from the quizzes provided in each module.

Grading: Total points possible for the course is 350. The following percentages will be used to determine grades:
- A = 94-100%,  A- = 90-93%,  B+ = 87-89%,  B = 84-86%,  B- = 80-83%,  C+ = 77-79%,  C = 74-76% and so forth.

Class Schedule: The modules are sequential. Students must complete one before the next module can be accessed. The class schedule is provided to pace students. Assignments are due on Thursday to correspond with other summer classes. Students may work ahead if desired. Late work may not be accepted and, if accepted, will be docked at the instructor’s discretion.