![School of Counseling logo]

SCHOOL OF COUNSELING

COUN 540 CAREER DEVELOPMENT

Term/Credits	**Instructor**
Spring 2023 Term 1	Alabama Folsom Hager, Ph.D.
3 semester hours	ahager@divinemercy.edu

Vision: The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

Mission: The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

NOTE: KEEP A HARD COPY SYLLABUS! Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

I.   COURSE DESCRIPTION

COUN 540 Career Development introduces students to vocational theory and career counseling. Students explore the historical foundations of vocational theory and are assessed on understanding strategies for applying career, avocational, educational, occupational, and labor market information in client evaluation and assessment of career planning and decision making. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, school, marriage, couple and family counseling. Students demonstrate ethical and culturally relevant counseling competencies necessary in the provision of career and vocational counseling to diverse clients across the lifespan.

II.   COURSE OBJECTIVES

#	Course Objectives	Measures of Outcome	SOC Program Objectives, KPI, and CACREP Standards*

1	Apply major career counseling development theories and models with knowledge of the theoretical approaches, techniques and decision making used in the discernment process, and their appropriate counseling applications	Mod#5 Assignment: Group Project: Career Development Theories Mod#6 Assignment: Personal Career Path Analysis Mod#7 Assignment: Case Conceptualization and Treatment Formulation	**SOC 1, 3, 4** **CACREP Section 2** F.1.a. F.4. a. F.5.n. F.8.a. **Section 5** C.1.b.
2	Demonstrate an understanding of a holistic approach identifying the numerous and diverse life roles which influence career development across the lifespan including avocational, educational, and occupational and labor market information	Mod#1 Discussion: Career Development Trends Mod#2 Discussion: Career Development Theories Mod#6 Assignment: Personal Career Path Analysis Mod#7 Assignment: Case Conceptualization and Treatment Formulation Mod#8 Discussion: Potential Trends in Career Counseling	**SOC 4** **CACREP Section 2** F.3.h, F.4. c. F.5.d. Section 5 C.2.e., f., j.
3	Demonstrate basic counseling skills in a structure career counseling interview that assess the work environment and its impact on life experiences	Mod#6 Discussion: Career Transitions Mod#7 Assignment: Case Conceptualization and Treatment Formulation	**SOC 1, 2, 4** **CACREP Section 2** F.4. d. F.5.n. F.8.b. **Section 5** C.2.e., C.3.b.
4	Apply knowledge of diversity elements to a global economy in the career counseling process including educational development and employment opportunities	Mod#1 Discussion: Career Development Trends Mod#2 Discussion: Career Development Theories	**SOC 1, 4** **CACREP Section 2** F.1.h. F.4. g.

		Mod#4 Discussion: Career Assessment and Diversity	**Section 5** C.2.j.
		Mod#5 Discussion: Ethics and Counseling	
		Mod#6 Discussion: Career Transitions	
		Mod#7 Discussion: Career Counseling in Schools	
		Mod#7 Assignment: Case Conceptualization and Treatment Formulation - **KPI**	
		Mod#8 Discussion: Potential Trends in Career Counseling	
5	Analyze ethical and legal guidelines and requirements within a career counseling relationship	Mod#5 Discussion: Ethics and Counseling Mod#6 Assignment: Personal Career Path Analysis Mod#7 Assignment: Case Conceptualization and Treatment Formulation	**SOC 1** **CACREP Section 2:** F.1.i. F.4. j. F.5.d.
6	Evaluate the field of vocation and relevance of job satisfaction over the lifespan of the individual.	Mod#6 Discussion: Career Transitions Mod#6 Assignment: Personal Career Path Analysis Mod#7 Assignment: Case Conceptualization and Treatment Formulation Mod#8 Discussion: Potential Trends in Career Counseling	**SOC 1, 4** **CACREP Section 2** F.3.h. F.4. d.
7	Create client career development skills for career and life plans using assessment tools and techniques that measure abilities, interests, values, and personality	Mod#4 Discussion: Career Assessment and Diversity Mod#5 Assignment: Group Project: Career Development Theories	**SOC 1, 2, 3, 4** **CACREP Section 2:** F.3.h. F.4.e., h., i.

		Mod#6 Assignment: Personal Career Path Analysis	F.7.a., e., f., h., m.
		Mod#7 Assignment: Case Conceptualization and Treatment Formulation	**Section 5** C.1.e. C.2.e.
8	Demonstrate approaches for conceptualizing the interrelationships among and between work, mental health, relationships, and other life roles and factors	Mod#3 Discussion: Integrating Career Models Mod#6 Discussion: Career Transitions Mod#6 Assignment: Personal Career Path Analysis Mod#7 Assignment: Case Conceptualization and Treatment Formulation	**SOC 3, 5** **CACREP Section 2:** F.4. b. **Section5** C.3.b., e.
9	Evaluate strategies for career development program planning, organization, implementation, administration, and evaluation	Mod#3 Discussion: Integrating Career Models Mod#5 Assignment: Group Project: Career Development Theories Mod#7 Discussion: Career Counseling in Schools Mod#7 Assignment: Case Conceptualization and Treatment Formulation Mod#8 Discussion: Potential Trends in Career Counseling	**SOC 1, 3, 4** **CACREP Section 2** F.1.b., e. F.4. f. F.8.c. **Section 5** C.3.b., e.
10	Appraise the ways that spiritual and religious visions of vocation (including a Catholic-Christian vision) can be conceptualized in terms of service and work in career development	Mod#2 Assignment: Callings – Career Groups Mod#3 Assignment: Callings – Career Groups Mod#4 Assignment: Callings – Career Groups Mod#7 Assignment: Case	**SOC 4, 5** **CACREP Section 2** F.4.b., e., j. F.5.d. **Section 5** C.2.j.

		Conceptualization and Treatment Formulation Mod#8 Discussion: Potential Trends in Career Counseling Mod#8 Assignment: Callings – Career Groups	
KPI	#4 Apply career development theories and models to all aspects of educational and career counseling in a global economy	80% of students will achieve a Proficient or above on the rubric section on the integration of four (4) career self-assessment instruments and personal background and life experiences in a professionally meaningful way in the COUN 540 Personal Career Path Analysis assignment [Knowledge, Skills, Disposition]	**Section 2.F.4.g.** strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
KPI	#6 Apply theoretical and experiential group approaches in all aspects of professional practice with diverse clients.	80% of students will achieve a Proficient or above score on the COUN 540 Leader Post-Discussion Summary in leading and facilitating one of the Callings group discussions [Skills, Disposition]	**Section 2.F.6.b.** dynamics associated with group process and development
KPI	#7 Apply multiculturally competent psychological measurement theories and concepts in the assessment and evaluation of diverse clients.	80% of students will achieve a Proficient or above on the rubric section Assessment on the selection and use of assessments in the COUN 540 Case Conceptualization and Treatment Formulation [Knowledge]	**Section 2.F.7.m.** ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
KPI	#11 Apply a biopsychosocial, spiritual, and environmental case conceptualization, including mental health history and etiology of co-occurring disorders, in evaluating clients during intake interviews, mental status evaluations, and administration of psychological assessments for formulating diagnosis, treatment plans, and caseload management strategies.	80% of students will achieve a Proficient or above on the rubric section Assessment on the selection and use of assessments in the COUN 540 Case Conceptualization and Treatment Formulation [Knowledge]	**Section 5.C.1.c. and d.** **c.** principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning **d.** neurobiological and medical foundation and etiology of addiction and co-occurring disorders

**SOC = School of Counseling Program Objectives, listed below; KPI – Key Performance Indicator for SOC program; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling

Program Objectives

Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

III.   COURSE TEXTBOOKS AND MATERIALS

A. Required

1. Zunker, V. G. (2016). *Career counseling: A holistic approach*. Cengage Learning.

2. Placher, W. C. (Ed.). (2005). *Callings: Twenty centuries of Christian wisdom on vocation*. William B. Eerdmans Publishing Company.

B. Recommended
There are no recommended textbooks for this course.

IV.   COURSE REQUIREMENTS

A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.

2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to "be on the same page" and to facilitate discussions.

2. Additional readings may be given out in class to be read for the next class.

C. Discussions

1. Participation in weekly asynchronous discussions is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues' posting. Each discussion assignment is worth 40 points.

    i.   15 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.

ii. 15 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal response or reaction to the topic being discussed. Personal application is reflective and substantive.

iii. 5 points Responses to Colleagues' Posts (Mastery) – Responses show a strong understanding of colleagues' posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.

iv. 5 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

D. **Callings – Career Groups** is introduced in Module 1 and due in Module 2, Module 3, Module 4, and 8. Students will write reflections on assigned readings from the Placher (2005) course text. Each reflection is worth 30 points.

i. 10 points Big Idea (Mastery) – Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to the connections of faith and vocation).

ii. 10 points Personal Reflection (Mastery) – Goes behind what is required in some meaningful way (e.g., draws substantive connections between person and professional experiences).

iii. 7 points Articulation (Mastery) – Superior and logical sequence of ideas; flow and organization are clearly articulated in a professional way.

iv. 3 points Form (Mastery) – Less than 3 errors.

E. **Leader Post-Discussion Summary** is an individual assignment paired with the Callings – Career Groups activities in Module 2, Module 3, Module 4, and Module 8. Students will engage in a career group discussion focused on readings and reflections from the Placher (2005) course text. The leader's summary will include a self-reflection along with process observation notes completing the Leader Post-Discussion Summary. This assignment is worth 30 points and consist of two paragraphs addressing the following:

Using the Leader Post-Discussion Summary form, leaders will evaluate themselves in the following areas:

     I. Getting started
     II. Skills for …
     III. Process Observation Notes

i. 7.5 points Main Idea – Cognitive Aspects (Mastery) – Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to the cognitive aspect of the group).

ii. 7.5 points Main Idea – Emotional Awareness (Mastery) – Goes beyond what is required in some meaningful way (e.g., draws substantive connections between affective impacts of different group member contributions). Summary is insightful and demonstrates advanced awareness of the emotions that were expressed during the meeting.

iii.   12 points Assessment – Leadership Skills (Mastery) – Goes beyond what is required in some meaningful way (e.g., draws insight into connections between leadership and effective group discussion).

   iv.   3 points Grammar: Coherent Logical (Mastery) – Less than 3 errors.

F. **Personal Career Path Analysis** is introduced in Module 1 and due in Module 6. Students complete four self-assessments provided in Modules 1, 2, and 3 and analyze the results into a life/career autobiography that includes background information (family of origin, socio-economic status, diversity factors, etc.). This assignment is worth 150 points.

   i.   75 points Main Idea (Mastery) – Substantive response to the assignment that demonstrates careful and deep reflection on life/career development using self-assessments. Goes beyond what is required in some meaningful way. Demonstrates a substantive and thorough knowledge of the cultural group. Provides a substantial and scholarly description of personal background and experiences. Provides a substantial and scholarly description of professional background and experiences. Connects self-assessment tools and life experiences to the course content in a professionally meaningful way.

   ii.   60 points Personal Application (Mastery) - Paper demonstrates a superior introspection on the student's life/career development and life experiences and how they compare with the theories presented in the course. Personal application of integrating life/career development tools in current and future career orientation is substantive and demonstrates deep thinking. Personal application is insightful.

   iii.   15 points Grammar (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

G. **Case Conceptualization and Treatment Formulation** is introduced in Module 1 and due in Module 7. For this assignment, students will develop a case conceptualization and treatment formulation of a specific client case study from the provided course resources. This assignment is worth 200 points. The final case conceptualization and treatment formulation should include the following:

   - Case Conceptualization: Following the Case Conceptualization Guide/Template, form a case conceptualization for the case selected in Module / Week 1. Include aspects from the CCMMP meta-model.
   - Assessment: Identify the strengths and weaknesses of the client. Determine at least two assessment measures to administer to the client and provide the rationale for the selection.
   - Treatment Formulation: Provide an analysis of strategies the student could use to advocate for the client's educational development and employment opportunities. Identify and support mental health counseling techniques that could help the client with his or her career development.
   - Personal Application: Reflect on the case and describe the impact on you personally (such as your objective, cognitive, and spiritual response to the scenario).

- The case conceptualization and treatment formulation should be supported with at least three current references. References should be properly cited using APA style guidelines.

i. 60 points Main Idea – Case Conceptualization (Mastery) – Thorough response to the assigned prompts regarding background, clinical assessment, clinical summary, and treatment formulation. Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the client). Is substantive and scholarly and includes a thorough discussion of the client as viewed through the lens of the meta-model.

ii. 40 points Main Idea – Assessment (Mastery) – Substantive and scholarly. Provides a clear rationale for the selection of assessment measures. Connects several test instruments to the case in a professionally meaningful way. Aspects of flourishing are clearly explained and linked to the case.

iii. 40 points Main Idea – Treatment Formulation (Mastery) – Identifies several mental health counseling techniques and advocacy strategies that could help the client with his or her career development. Content is substantive and goes beyond requirements in a meaningful way. Supports suggestions for counseling techniques with scholarly evidence and course content.

iv. 40 points Personal Application (Mastery) Essay demonstrates a superior introspection on the student's objective, cognitive, and spiritual response to the scenario. Personal application is substantive.

v. 20 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

H. **Group Project: Career Development Theories** is introduced in Module 2 and due in Module 5. Students work in small groups to create handouts for two specific theories assigned by the instructor. This assignment is meant to enhance students' cooperative learning skills as well as develop a deeper understanding of counseling theories. This project is worth 150 points and should including the following:

- Overview: An overview of the background, philosophy, and applications of the assigned career development theory
- Discussion: A brief discussion of associated theorists
- Assessment Tool: A brief introduction to one assessment tool that could be used within this theory (i.e. the SDS, 16pf, O'NET, or other assessment tool and how it could be used with the theory)
- References (minimum of three per theory)

i. 75 points Main Idea (Mastery) - Thorough and rich description of the background, philosophy, and applications of the assigned theory. Goes beyond what is required in some meaningful way (e.g., ideas demonstrate a new understanding of applying career development theories). Provides a substantial and scholarly discussion about the theorists associated with the assigned theory. Connects an assessment tool (i.e., the SDS, 16pf, or O'NET) to the philosophy of the assigned theory in a professionally meaningful way.

ii. 60 points Articulation & Design: Readable, Logical Flow, Organization, Visual (Mastery) – Superior and logical sequence of ideas; flow and organization are clearly articulated in a professional way. Visually appealing, excellent layout and design.

iii. 15 points Grammar (Mastery) - No grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

I. Graded Discussion of Group Presentation of Career Development Theory is assessed in Module 7. Students review at least two other groups' handouts and provide a critique noting each handout's strengths including clarity of the information, visual appearance, as well as possible improvements. This assignment is worth 20 points.

i. 17 points Review of Handouts (Mastery) – Review provides an in-depth evaluation of colleagues' handouts, includes insightful comments on strengths and possible areas for improvement (as appropriate). Comments are very useful to the learning community. Review goes above and beyond in some way.

ii. 3 points Grammar (Mastery) - No grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

J. Career Development Theories Quiz is assessed in Module 8. The quiz focuses on the various career development theories presented throughout the course. The quiz is open-book; you are permitted to consult the Zunker text, any assigned readings, and the handouts created by your colleagues. The quiz consists of 25 questions and you will have 60 minutes. The quiz is worth 50 points. You may retake the quiz once. The highest score will be kept.

V.   GRADING POLICY

The following scale is used by the School of Counseling as the established criteria for grading assignments.

Final course grade for passing is 86%, B.

A	A-	B+	B	B-	C+	C
940 to 1000	920 to 939	900 to 919	860 to 899	840 to 859	820 to 839	780 to 819

C-	D+	D	D-	F	W	I
760 to 779	740 to 759	700 to 739	680 to 699	0 to 679	Withdrawal	Incomplete

	Requirement	Items	Item Points	Total Points	Hours
	Assigned Readings				**59.5**
1	Zunker – course text				30.6
2	Placher – course text				10.4
2	Other readings (see Class Schedule)	32			12.9
3	Viewing course media	19			5.6
	Written Assignments			**850**	**79.2**
1	Discussions	7	40	280	31.2
2	Callings—Career Groups	4	30	120	15
3	Leader Post-Discussion Summary	1	30	30	2
4	Case Conceptualization and Treatment Formulation	1	200	200	15
5	Personal Career Path Analysis	1	150	150	15
6	Discussion Response for Group Presentations	1	20	20	1
	Assessments/Exams			**200**	**11**
1	Group Presentation: Theory	1	150	150	10
2	Career Development Theories Quiz	1	50	50	1
			Totals	**1000**	**149.7**

VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook and Instructor Policies for all policies. These are only listed to highlight key policies for this course)

METHODS OF INSTRUCTION

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:
- Synchronous Instruction: students and faculty will engage in "real-time" using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of "real-time" meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

ACADEMIC INTEGRITY

"Integrity" is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one's academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercy.edu, ext. 114), regarding accommodations. This office welcomes the opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

VII. CLASS SCHEDULE AND ASSIGNMENTS

Module Week	Topic	Author	Reading	Graded Assignments
1	What is the Meaning of Work?	SOC	Syllabus	**Discussion:** Career Development Trends
		Zunker, V. G. (2016)	*Career counseling: A holistic approach,* Chapter 1	**Major Assessment:** Callings – Career Groups (due in Module 2)
		Hinkle, S. (2008-2009)	Global Career Development Facilitator: An international certification.	**Major Assessment:** Case Conceptualization and Treatment Formulation (due in Module 7)
		McClain, M-C. & Reardon, R. C. (2015)	The U.S. work force from 1960-2010: A RIASEC view.	
		Placher, W. C.	*Callings to a Christian life: Vocations in the early church,* Section 1	
		Sampson, J. P. Jr. & Reardon, R. C. (2011)	Changes in occupations? A commentary and implications for practice.	
		National Career Development Association. (1997)	Career counseling competencies	
		The National Employment Counseling Association (NECA).	About NECA	
		O'NET	Interest Profiler	

Module Week	Topic	Author	Reading	Graded Assignments
		Divine Mercy University	Basic Case Conceptualization Guidelines (PDF)

The Case of Audie (PDF)

The Case of Martha (PDF)

The Case of Loy (PDF) | |
		Payne, H. (2016).	Welcome to the Course (video)	
		Burke, R. (2017).	*Brief History of Johnson O'Connor Research Foundation* (video)	
		Niles, G. & Amundson, N. (2005)	*Career counseling in action: Tools and techniques* (video series), Introduction, Counselors on Career Counseling (video)	

Module Week	Topic	Author	Reading	Graded Assignments
2	How Do People Look for Meaning in Their Work?	Zunker, V. G. (2016)	*Career counseling: A holistic approach,* Chapter 2; Appendix B	**Discussion:** Career Development Theories
		Gottfredson, G. D., & Juhnston, M. L. (2009)	John Holland's contributions: A theory-ridden approach to career assistance.	**Major Assessment:** Callings – Career Groups

Major Assessment: Group Project: Career Development |
| | | Helwig, A. A. (2001). | A test of | |

Module Week	Topic	Author	Reading	Graded Assignments
			Gottfredson's theory using a ten-year longitudinal study.	Theories (due in Module 5)
		Krumboltz, J. D. (2008)	The Happenstance Learning Theory	
		Lent, R. W., & Brown, S. D. (2008)	Social Cognitive Career Theory and subjective well-being in the context of work.	
		Ryan, P. (2007).	How to discern the elements of your personal vocation.	
		Sampson, J. P. (2009)	Modern and post-modern career theories: The unnecessary divorce.	
		Titus, C. S. (2016)	*The Relationship of Different Vocations to Work and Life Commitment*. [Narrated PPT].	
		Niles, G. & Amundson, N. (2005)	*Career counseling in action: Tools and techniques* (video series) ● Client 1	

Module Week	Topic	Author	Reading	Graded Assignments
3	What Models Do I Use to Help People in their	Placher, W. C.	*Callings to a Christian life: Vocations in the*	**Discussion:** Integrating Career Models

Module Week	Topic	Author	Reading	Graded Assignments
	Career Development?		*early church,* Section 2	**Major Assessment:** Callings – Career Groups
		Zunker, V. G. (2016)	*Career counseling: A holistic approach,* Chapters 3-4; Appendix D, E, H	**Major Assessment:** Personal Career Path Analysis (due in Module 6)
		Bullock-Yowell, E., Katz, S. P., Reardon, R. C., & Peterson, G. W. (2012)	The roles of negative career thinking and career problem-solving self-efficacy in career exploratory behaviors.	
		Sampson, J. P., Jr. (2008)	Appendix B: Key elements in designing and implementing career resources and services.	
		Sampson, J. P., Jr., McClain, M-C, Musch, E., & Reardon, R. C. (2013).	Variables affecting readiness to benefit from career interventions.	
		Savickas, M. L. (1997)	Career adaptability: An integrative construct for life-span, life-space theory	
			Home page	
		National Career Development Association		
		Divine Mercy University.	Personal Career Path Analysis Guidelines [PDF]	
		American	*Exploring career goals with a young African American*	

Module Week	Topic	Author	Reading	Graded Assignments
		Psychological Association. (2012)	*woman* (video)	
			Vocational counseling with a female Chinese client studying in the United States (video)	
			How to Complete Career Assessments (video)	
		Payne, H. (2016)		

Module Week	Topic	Author	Reading	Graded Assignments
4	What Tools Do I Use to Help People in their Career Development?	Placher, W. C.	*Callings to a Christian life: Vocations in the early church,* Section 3	**Discussion:** Career Assessments and Diversity
		Zunker, V. G. (2016)	*Career counseling: A holistic approach,* Chapters 5-7	**Major Assessment:** Callings – Career Groups
		Dozier, V. C. Sampson, J. P., & Reardon, R. C. (2013).	Using two different Self-directed Search (SDS) interpretation materials: Implications for career assessment.	
		Ryan, P. (2007).	How to discern the elements of your personal vocation.	
		Divine Mercy University. (2016)	*Johnson O'Connor Research Foundations* (video)	
		American Psychological Association (2012).	*Narrative counseling: Constructing a life in the helping professions (session*	

Module Week	Topic	Author	Reading	Graded Assignments
		Payne, H. (2016).	*1 of 3)* (video) *Interpreting and understanding career exploration self-assessment tools* (Video)	

Module Week	Topic	Author	Reading	Graded Assignments
5	How Do I Respect and Honor Clients in their Career Development?	Zunker, V. G. (2016)	*Career counseling: A holistic approach,* Chapters 8-11, Appendix C, F	**Discussion:** Ethics in Counseling
		Brown, D. (2002).	The role of work and cultural values in occupational choice, satisfaction, and success: A theoretical statement.	**Major Assessment:** Group Project: Career Development Theories
		Flores, L., & Heppner, M. J. (2002).	Multicultural career counseling: Ten essentials for training.	
		Tate, K. A., Fallon, K. M., Casquarelli, E. J., & Marks, L. R. (2014).	Opportunities for action: Traditionally marginalized populations and the economic crisis.	
		National Career Development Association (2015).	2015 NCDA Code of ethics*.*	
		American Psychological Association (2012).	*Exploring career goals with a young African American woman* (video) *Narrative*	

Module Week	Topic	Author	Reading	Graded Assignments
			counseling: Constructing a life in the helping professions (session 2 of 3) (video) *Vocational counseling with a female Chinese client studying in the United States* (video)	

Module Week	Topic	Author	Reading	Graded Assignments
6	How Do I Help Adults in Career Transitions and Development?	Zunker, V. G. (2016). Gasser, C. E., & Shaffer, K. S. (2014). Osborne, L. K. (2014). American Psychological Association (2012).	*Career counseling: A holistic approach,* Chapters 12-14 Career development of women in academia: Traversing the leaky pipeline. Using a cognitive information processing approach to career counseling with visually impaired veterans. *Narrative counseling: Constructing a life in the helping professions (session 3 of 3)* (video)	**Discussion:** Career Transitions **Major Assessment:** Personal Career Path Analysis

Module Week	Topic	Author	Reading	Graded Assignments
7	How Do I Help Young Adults and Children in	Zunker, V. G. (2016).	*Career counseling: A holistic approach,* Chapters 15-17,	**Discussion:** Group Project: Career Development

Module Week	Topic	Author	Reading	Graded Assignments
	Preparation for Diversified Career Paths?	Morgan, L. W., Greenwaldt, M. E., & Gosselin, K. P. (2014). Sampson, J. P., Peterson, G. W., Lenz, J. G., Reardon, R. C., & Saunders, D. E. (1998). Swank, J. M., & Huber, P. (2013). Zagelbaum, A. (2008).	Appendix G & H School counselors' perceptions of competency in career counseling. The design and use of a measure of dysfunctional career thoughts among adults, college students, and high school students: The Career Thoughts Inventory. Employment preparation and life skill development initiatives for high school students with emotional and behavioral disabilities. *Career counseling with children: The creative career constellation* (video)	Theories **Major Assessment:** Case Conceptualization and Treatment Formulation

Module Week	Topic	Author	Reading	Graded Assignments
8	What's Next in Career Development? Trends	Placher, W. C. Zunker, V. G. (2016).	*Callings to a Christian life: Vocations in the early church,* Section 4 *Career counseling: A holistic approach,* Appendix A A content analysis of	**Discussion:** Potential Trends in Career Counseling **Major Assessment:** Callings – Career Groups **Major Assessment:** Career Development Theories Quiz

Module Week	Topic	Author	Reading	Graded Assignments
		Sampson, J. P., Hou, P-C, Kronholz, J. F., Dozier, V. C., McClain, M-C, Buzzetta, M., & Kennelly, E. L. (2014). McAfee, A. (2013, Feb.).	career development theory, research, and practice - 2013. *What will future jobs look like?* (video)	

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The Counseling Psychologist
Journal of Counseling and Development
Career Development Quarterly
Journal of Counseling Psychology
Journal of Applied Psychology
Journal of Employment Counseling
Journal of Occupational Psychology
Journal of Career Assessment
The School Counselor
Journal of Rehabilitation Education and Vocational Guidance Training and Development

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