

SYLLABUS & COURSE SCHEDULE | CAREER COUNSELING- CPSY 580
INSTRUCTOR: Michelle Carroll E. mmcarrol@wau.edu P. 410-971-1643

September 2, 2015

INSTRUCTOR: Michelle M. Carroll, MA, MCDP, CCMC, GCDF-I, OPNS, MCS, CTTCC, CBBSC

COURSE DESCRIPTION: The goal of this course is to provide counseling students with an understanding of how career development occurs, from various theoretical standpoints, while also taking into consideration the unique contribution of other life aspects to career development. In addition, student will be exposed to various career instruments that are often used in career counseling. By the conclusion of this course, student should be able to articulate their developing theory of how career development occurs, be knowledgeable of career program development procedures and will also be aware of the professional, legal and ethical considerations associated with career counseling. In addition, they should have a plethora of “tools” to help them in their career development activities with clients.

REQUIRED TEXTBOOK:

1. *American Counseling Association code of ethics: Section-C.* (2014). American Counseling Association. Alexandria, VA. Retrieved from: <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4%20>
2. (4th edition—NOT 3rd edition) Norman C. Gysbers, Mary J. Heppner, and Joseph A. Johnston, *Career Counseling*, 4th edition., ACA—American Counseling Association, Alexandria, VA 2014, ISBN 978-1-55620-333-6
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COURSE OBJECTIVES: At the end of the course the student will be able to:

1. Understand career development theories and decision-making models and how they contribute to career development and counseling practices. (*CAREP STANDARDS 5.C.1.a; 5.C.1.b*)
2. To identify and select commonly used career assessment instruments and use them appropriately to assist clients in career decision-making. (*CAREP STANDARD 5.C.1.e*)
3. Practice and evaluate all phases of the career counseling process; from creating a working alliance, identifying and setting goals, creating action plans and next steps. (*CAREP STANDARDS 5.C.3.a; 5.C.1.c*)
4. Articulate and awareness of strategies that support client diversity as it relates to race, gender, disabilities and workplace changes, in employment, career and educational development. (*CAREP STANDARD 5.C.2.j*)
5. Identify and apply key career resources; vocational, educational, occupational, sociological, labor market information, tools, and techniques to assist clients navigate career decision-making and effective job search processes.
6. Create and/or revise a resume targeted towards their ideal job.
7. Recognize when and how to effectively use technology and social media in the career counseling process (*CAREP STANDARD 5.C.2.m*)

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8. Construct an intervention or technique to teach a class or coach a client in a key aspect of career development and planning. (*CAREP STANDARD 5.C.2.k*)
9. Articulate and describe the evolution of their career journey, relating how vocational choices have integrated spiritual values such as “one’s calling”, while also identifying the underlying career theories and decision- making models that have guided them to this point.

MA CLINICAL MENTAL HEALTH COUNSELING PROGRAM OBJECTIVES

1. Students develop knowledge in the eight common core curricular experiences identified in CACREP standards. These include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development.
2. Theory and Research to Practice
Students develop an understanding of a range of counseling theories consistent with a developmental perspective. Students develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.
3. Clinical Skill (Helping Relationships)
Students develop therapeutic communications skills, emphasize the client-counselor relationship, and facilitate and manage the counseling process with individuals, families, and groups.
4. Self as Counselor (Reflective Practitioners)
Students develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision, and recognize/acknowledge/remediate personal issues that may impact client care.
5. Multicultural Competence
Students develop awareness of power, privilege, and difference and their own cultural attitudes, beliefs, and effects of social location, and learn strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.
6. Professional Counseling Identity
Students develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement, and knowledge and understanding of professional ethics. Students recognize the importance of career counseling as unique to the counseling profession, and recognize the value of career work in all counseling settings.
7. Ethical Practice
Students commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed.
8. Mental Health Advocacy and Community Involvement
Students develop an ability to recognize the critical issues that affect physical, academic,

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career, economic, and mental well-being of individuals and learn skill sets to help clients resolve personal and family problems that have an impact on the society.

9. Research and Assessment

Students develop an understanding and skills in the use of research, assessment and program evaluation to inform and improve clinical practice.

10. Practice & Spirituality

Students develop a sensitivity to the client's emotional, spiritual, and physical health in order to facilitate the healing process

GRADE DISTRIBUTION:

A 90-100% **B** 80-89% **C** 70-79% **D** 60-69%

GRADE BREAKDOWN: (100% total)

- 20%- Career Theories- Case Study Essay
- 20%- Research Summaries (web/interviews/visits)
- 15% - Group Presentation
- 15%- Resume
- 25%- Final Career Journey Essay
- 5%- Attendance and Participation

CLASS ATTENDANCE POLICY:

Class attendance is required to receive a passing grade. No more than two absences will be allowed for an eight-week course. There are **NO** make-ups on quizzes due to absences or tardiness regardless of the reason.

General policies: Please turn your cell phone *OFF* or on *Vibrate*.

Course Objectives	Program Objectives	Institutional Objectives	CACREP & CMHC Objectives	ASSESSMENT
1.Understand career development theories and decision-making models and how they contribute to career development and counseling practices.	2,6	7	5.C.1.a 5.C.1.b	
2.To identify and select commonly used career assessment instruments and use them appropriately to assist clients in career decision-making.	9	2,3,7	C.5.1.e	

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3.Practice and evaluate all phases of the career counseling process; from creating a working alliance, identifying and setting goals, creating action plans and next steps.	6,3	2,3,5,7	5.C.3.a 5.C.1.c	
4.Articulate and awareness of strategies that support client diversity as it relates to race, gender, disabilities and workplace changes, in employment, career and educational development.	8,5	2,4,7	5.C.2.j	
5.Identify and apply key career resources; vocational, educational, occupational, sociological, labor market information, tools, and techniques to assist clients navigate career decision-making and effective job search processes.	3, 4,2	3,4		
6.Create and/or revise a resume targeted towards their ideal job.	6	2		
7.Recognize when and how to effectively use technology and social media in the career counseling process	6	2,3	5.C.2.m	
8.Construct an intervention or technique to teach a	6	2,3,7	5.C.2.k	

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class or coach a client in a key aspect of career development and planning.				
9. Describe a biblically based world view to understand career counseling	10	1		
10. Articulate and describe the evolution of their career journey, relating how vocational choices have integrated spiritual values such as "one's calling", while also identifying the underlying career theories and decision- making models that have guided them to this point.	10,6,4	1,2,6	5.C.2.a 5.C.2.k	