



EDPC 5320 LIFESTYLE AND CAREER DEVELOPMENT Spring 2020

Class Information

University of Texas at El Paso
College of Education
Educational Psychology and Special Services
Education Building 302
Spring 2020; Mondays 5:00pm - 7:50pm

Professor Information

Dr. Sang-Min Shin
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915-747-8410 (F)
915-747-7643 (O)
Education Building RM 706

Office Hours

Monday and Tuesday 1:30pm - 4:00pm; and/or by appointment

- To schedule an appointment, send me an email with several blocks of time when you would like to meet.
- To help me keep track of emails from you, please include "MONDAY EDPC 5320 your last name" in the subject line of any correspondence sent via email (e.g. MONDAY EDPC 5320 Doe).
- I have created a listserv using your UTEP email address. If you do not use your UTEP Miners account regularly, please make sure your UTEP account forwards to the account you do use regularly.

Course Description

This course will examine the career counseling process throughout the lifespan. Specific topics will include career development theories, career assessment instruments, professional resources, decision-making models, specific population concerns, and other factors inherent to the career counseling process. Common occupational issues and problems will also be addressed as will the interrelationships between work and other life roles. Finally, this course will explore how evolving economic, political, social and technological conditions are precipitating a redefinition of work and career.

Class Format

This is a hybrid course including 50-85% online instructional method. Graduate courses and graduate studies rely heavily on self-motivated learning. Students are encouraged to preview and review assigned course materials and be willing to study current research articles and extra-curricular materials related to course contents. The course format will be a combination of lectures, discussions, group work, presentations, exams, and experiential learning. We will closely follow the text in this class, but will allow for other learning experiences as well. Physical attendance is required and necessary; however, there may be designated periods of class time assigned for out-of-classroom activities (such as, but not limited to, group meetings, experimental work, assessment, take-home exam, etc.).

Course Goals & Objectives

This course is designed to achieve learning outcomes consistent with the following 2016 CACREP Accreditation Standards. In support of these standards, students should be able to understand and appropriately apply the knowledge, activities, and assessments related to each. Course and learning objectives are provided on the following table:

Objectives	CACREP Standards Entry-Level	TEXAS Administrative Code	Learning Activities	Outcome Measures
GOAL A: The goal is for students to understand theories and models of career development, counseling, and decision making. (CACREP Standards 2.F.4. a)				
Objective A-1. Demonstrate their understanding of theories and models of career development and counseling	2.F.4. a 5.B.1.b 5.B.1.c 5.G.1.c	Rule 239.15, Standar d I (3)	Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning theories and models of career development and counseling	Quiz 2 (on Trait and type theories); Quiz 3 (on Social learning theories); Quiz 5 (all theories) ; and Mid-Term & Final
Objective A-2. Demonstrate their understanding of theories and models of decision making over the lifespan	5.B.1.b 5.B.1.c 5.G.1.c 5.G.2.c	Rule 239.15, Standar d I (3)	Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning theories and models of decision making over the lifespan	Quiz 4 (Life-Span Theories) and Mid-Term & Final
Goal B: The goal is for students to understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP Standards 2.F.4.b)				
Objective B-1. Understand and explore interrelationship among and between work life, mental well-being, relationships, and families.	2.F.4.b 5.F.2.i 5.F.2.j		Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning and exploring the interrelationships	<u>Autobiography Intro;</u> <u>Accomplishment;</u> <u>Lifeline;</u> <u>Genogram/</u> <u>Sociogram</u> on Career Development Portfolio
GOAL C: The goal is for students to understand and experience processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP Standards 2.F.1.h; 2.F.4.c)				
Objective C-1. Experience processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	2.F.1.h 2.F.4.c		Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments)	<u>Resume & Critiques</u> <u>Cover letter;</u> <u>Interviews; Career Action Plan</u> on Career Development Portfolio

Objective C-2. Obtain and demonstrate their knowledge of education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations	2.F.1.h 2.F.4.c <i>5.B.1.g</i>		Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of demonstrate their knowledge and use of those information resources	<u>Resume & Critiques</u> <u>Cover letter;</u> <u>Interviews; Career Action Plan on Career Development Portfolio</u>
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GOAL D: The goal is for students to approaches for assessing the conditions of the work environment on clients' life experiences. **(CACREP Standards 2.F.4. d)**

Objective D-1. Understand conditions of the work environment on client's life experiences	2.F.4.d		Reading, lecture, discussions, class activities (classroom, outside classroom, and/or online environments)	Mid-Term & Final and Autobiography <u>Intro;</u> <u>Accomplishment;</u> <u>Lifeline;</u> <u>Genogram/ Sociogram on Career Development Portfolio</u>
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GOAL E: The goal is for students to understand strategies for assessing abilities, interests, values, personality and other factors that contribute to career development **(CACREP Standards 2.F.4.e)**

Objective E-1. Understand and experience strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	2.F.4.e <i>5.G.1.d</i>		Reading, lecture, discussions, class activities (classroom, outside classroom, and/or online environments)	Quiz 2 (on Trait and type theories); Quiz 5 (all theories) ; and Mid-Term & Final; Assessments; Mission Statement on Career Development Portfolio
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GOAL F: The goal is for students to understand strategies for career development program planning, organization, implementation, administration, and evaluation **(CACREP Standards 2.F.4. f)**

Objective F-1. Understand strategies for career development program planning, organization, implementation, administration, and evaluation	2.F.4.f		Readings, lectures, guest lecture, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning and developing career development program planning	Career Workshop/ Intervention Presentation
Objective F-2 Develop a strategy for career development program planning, organization, implementation, administration, and evaluation	2.F.4.f <i>5.G.3.e</i> <i>5.G.3.g</i> <i>5.G.3.j</i>		Class activities (classroom, outside classroom, and/or online environments) of learning and developing career development program planning	Career Intervention Presentation

GOAL G: The goal is for students to understand strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy **(CACREP Standards 2.F.4. g)**

Objective G-1. Understand unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues	2.F.4.g <i>5.B.2.c</i>		Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning unique needs and characteristics of multicultural and diverse populations	Career Workshop/ Intervention Presentation
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GOAL H: The goal is for students to demonstrate strategies for facilitating client skill development for career, educational, and life-work planning and management (**CACREP Standards 2.F.4.h**)

Objective H-1. Understand and strategies for facilitating client skill development for career, educational, and life-work planning and management	2.F.4.h		Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning strategies for facilitating client skill development for career, educational, and life-work planning and management	<u>Resume & Critiques</u> <u>Cover letter;</u> <u>Interviews; Career Action Plan on Career Development Portfolio</u>
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Objective H-2. Apply strategies for facilitating client skill development for career, educational, and life-work planning and management	2.F.4.h		Readings, lectures, discussions, and class activities (classroom, outside classroom, and/or online environments) of learning strategies for facilitating client skill development for career, educational, and life-work planning and management and b) submission of an individual Career Development Portfolio	<u>Resume & Critiques</u> <u>Cover letter;</u> <u>Interviews; Career Action Plan on Career Development Portfolio</u>
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GOAL I: The goal is for students to explore methods of identifying and using assessment tools and techniques relevant to career planning and decision making (**CACREP Standards 2.F.4.i**)

Objective I-1. Understand formal and informal career and work related tests and assessments relevant to career planning and decision making	2.F.4.i <i>5.B.1.d</i>		a) Reading, lecture, discussions (classroom, outside classroom, and/or online environments), and class activities of learning major counseling theory and b) submission of an individual Career Development Portfolio	<u>Assessments on Career Development Portfolio</u>
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Objective I-2. Apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4. i <i>5.B.1.d</i>		a) Reading, lecture, discussions (classroom, outside classroom, and/or online environments), and class activities of learning major counseling theory and b) submission of an individual Career Development Portfolio	<u>Assessments on Career Development Portfolio</u>
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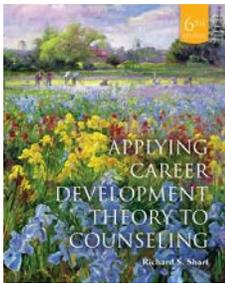
GOAL J: The goal is for students to understand ethical and culturally relevant strategies for addressing career development (**CACREP Standards 2.F.4. j**)

Objective J-2. Understand ethical and culturally relevant strategies for addressing career development	2.F.4.j. 5.B.2.j	a) Reading, lecture, discussions (classroom, outside classroom, and/or online environments), and class activities of learning major counseling theory and b) submission of a group Career Intervention Presentation	Career Intervention Presentation
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Required Textbook & Recommended Course Readings

You are expected to complete all required reading for each class session. Consequently, you are encouraged to read the recommended readings and take notes on text chapters, articles, related documents (e.g., power points), and websites noted on the schedule so you are prepared for the given class discussion. See the course schedule noted at the end of the syllabus. Additional materials may be placed on Blackboard within each class as well.

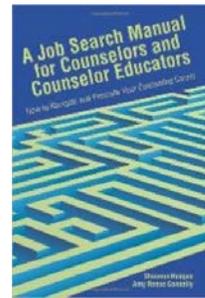
Required Text



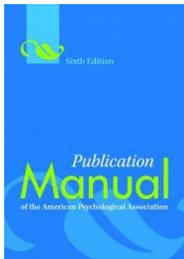
Applying Career Development Theory to Counseling, (6th ed.). Sharf, R.S. (2010); Brooks/Cole. SBN-10: 1285075447; ISBN-13: 9781285075440

A Job Search Manual for Counselors and Counselor Educators: How to Navigate and Promote Your Counseling Career

Hodges, S. & Connelly, A. R. (2010); American Counseling Association. ISBN 978-1-55620-297-1



Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.



Additional Required and Recommended Readings and Materials

Additional materials to supplement the text will be provided in Blackboard.

Recommended Website Resources

National Career Development Association (NCDA)

[NCDA](http://www.ncda.org) (www.ncda.org) is a division of the ACA. Includes career counseling information, resources, articles, and activities for use with career development issues.

National Employment Counseling Association (NECA)

[NECA](http://www.employmentcounseling.org) (www.employmentcounseling.org) is a division of the ACA. Includes information regarding career counseling, education and training, certification, and related topics.

Occupational Outlook Handbook

[OOH](http://www.bls.gov/ooh) (www.bls.gov/ooh) is a comprehensive source of information regarding careers. It includes information from the federal Bureau of Labor Statistics and is updated yearly.

O*Net Online

[O*NET Online](http://www.onetonline.org) (www.onetonline.org) includes descriptions of careers and occupations. It is a resource for those looking for jobs, human resources (HR) professionals, researchers and others who want to learn more about the world of work.

Love Your Career (LYC)

LoveYourCareer.org provides career-related resources and activities for individuals to guide their own career development.

Student Evaluation Criteria and Procedures:

Rubrics for the assignments are noted at the end of the syllabus. Grades for the course are determined from a percentage of the total points as follows:

A	90% - 100%	900-1000 points
B	80% - 89%	800- 899
C	70% - 79%	700- 799
D	60% - 69%	600- 699
F	0% - 59%	0- 599

Course Requirements

Points acquired through the course are combined through active participation, quizzes, and written assignments. The descriptions and value of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment. In addition to submitting these assignments through Blackboard, some must also be brought to the class to submit in person.

When submitting assignments, written documents must be in MS Word file format (.doc/.docx). Presentations must be in MS PowerPoint format (.ppt/.pptx).

Requirements	Due Date	Points	%
Attendance & Participation		100	10
Class Quizzes (Drop your lowest one; must include Quiz 1)	Vary	100	10
Midterm	03/23/2020	100	10
Group Career Intervention Presentation	04/27/2020 05/04/2020	100	10
Career Portfolio	05/11/2020	500	50
Final Exam	05/11/2020	100	10
Total Points Possible		1000	100

Attendance, Preparation, and Participation

The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course-drop deadline or with a grade of F after the course-drop deadline. (Please see UTEP 2019-2020 Graduate Catalog-Academic Regulations for details).

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the materials. Additionally, because the class will be interactive and experiential, there is no way to get the information from a missed class; the class experience cannot be replicated. For these reasons, your class attendance and active participation are vital not only to your learning but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions. In addition, this course

uses face-to-face interactions so most of the career portfolio activities are done in class with a partner or in small groups; therefore, missing class may also impact those activities as well.

You can earn up to 100 points for attendance and participation. For each class meeting, you will earn 10 points (3.3 points per one clock hour) for attendance and participation. Attendance is required at all class meetings. Any unexcused absences will result in a decrease of your final grade. Students cannot miss more than 7.5 hours of the scheduled classes and pass this course, excused absence or not. An absence will be considered excused at the discretion of the instructor and documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.). Our one class meeting is 3 hours. Thus, if you miss two class meetings and 1.5 hours; you may be subject to not passing this course.

Please use your time management skills properly and be on time and ready to learn at 5:00 pm sharp. You are expected to remain in class for the duration of the class. Unless you have a documented, unavoidable reason for leaving class early, you are expected to stay until released by the instructor.

Each time you come to class, find an attendance sheet and sign in. It is your responsibility to make sure you sign in every class. No signature means that you missed the course meeting. This means that you missed 3 hours of scheduled classes.

Class Quizzes

Up to 25 points will be awarded for each class quiz (100 points) but you may drop your lowest quiz grade among quizzes 2,3,4, or 5 for your total grade (quiz 1 must be included). Each quiz will have approximately 25 questions each; you will have 50 minutes to complete each quiz and you may only take it once. Your test will auto-submit when your time has expired so you are strongly encouraged to read the material before attempting to take the quiz. You may NOT collaborate or share the information with others but you may consult your text and resources if necessary. These questions are provided to assess your comprehension of the material and prepare you for the multiple-choice portion of your master's comprehensive exams (CPCE) and the national counselor exam (NCE).

- a. There will be five quizzes, 25 questions each. Each quiz is 25 points or 1 point per question.
- b. The formats of quizzes include multiple choice, true/false, short answer, and essay questions, which cover the required readings, class discussions, and class activities.
- c. You will have 50 minutes to complete the quiz through Blackboard. Once you begin the quiz you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have 50-minutes of uninterrupted time to commit to the quiz.
- d. It is an open book/open note exam, but students who study and read diligently for the quizzes are much more likely to do well on them.
- e. **Quiz Schedule** is subject to change according to class progress. Tentative quiz schedule follows:
 - Quiz 1 covers our course syllabus. It will open at 8:00 pm Monday, 01/27/2020, and closes at 11:59 pm Sunday 02/02/2020.
 - Quiz 2 covers Trait and type theories (CH 2, 4, 5, & 6); and it will open at 8:00 pm Monday, 02/10/2020, and closes at 11:59 pm Sunday, 02/16/2020.
 - Quiz 3 covers Life-span theories (CH 7, 8, 9, & 10); and it will open at 8:00 pm Monday, 02/17/2020, and closes at 11:59 pm Sunday, 02/23/2020.
 - Quiz 4 covers Special focus theories (CH 11, 12, 13, 14, & 15); and it will open at 8:00 pm Monday, 03/09/2020, and closes at 11:59 pm Sunday, 03/29/2020.
 - Quiz 5 covers all theories; and it will open at 8:00 pm Monday, 04/13/2020, and closes at 11:59 pm Sunday, 04/19/2020. Please make sure to read pages 255-258 (CH 9).

Midterm/Final.

- a. The Midterm (100 points) will cover the reading up to that date in the semester, including chapters 2 - 14. The Final Examination (100 points) will be cumulative and applied, with emphasis on (1) theory and practice of career development and (2) demonstrating knowledge of career counseling and strategies, including materials selection, to provide effective career counseling services in schools, community

- agency or family counseling practice.
- b. The format of questions are essays or case conceptualizations.
 - c. The midterm and final examinations are take-home, open book/open note examinations; but students who actively participated in in-class activities are much more likely to do well on examinations.
 - d. You may NOT collaborate or share the information with others but you may consult your text and resources if necessary.
 - e. You will have two hours to complete the examination through Blackboard. Once you begin the exam you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have 180 minutes of uninterrupted time to commit to the examination.
 - f. Please make sure to follow these recommendations:
 - o Use Chrome or Firefox
 - o If at home, make sure you have a stable connection (wired or near the wireless access point)
 - o If at UTEP, be sure to login to the UTEPSecure WiFi (not the UTEPGuest WiFi)
 - o NOTE: In the past, students have used the Guest or UTEPWL1 networks to access WiFi on campus and these networks would knock them off after an hour.

Career Portfolio (Total 500 points)

At the end of the semester students will submit the Career Portfolio as a single binder. Submit your Career Portfolio (including a completed Appendix A Career Portfolio Rubric) to Educational Psychology & Special Service Department office (Education Building Room 701) by 5pm, 05/11/2020. The Department office is open 9am to 5pm (except lunch hour 12-1pm) Monday to Friday. You may submit your completed portfolio binder at any time to Dr. Shin, in person, from 04/20/2020 to 05/11/2020.

Your Career Portfolio will include items (which are listed below in bold bullets) and in-class activities that will be combined into a single portfolio and submitted as a single binder. You will earn points up to **500 points** for this assignment (see Appendix A for rubric). Several sample career portfolios will be presented in class and available for you to review in Dr. Shin's office.

Follow APA publication format including the headings suggested for ease of quick referencing. However, for this assignment use **single spacing**. Your written section for each item should not be more than two pages. No cover page is needed for each item, but for the Career Portfolio.

The portfolio activities are designed to allow you to get to know yourself better but also practice practical activities that could be helpful for you and your clients or students in your work as a career counselor, mental health counselor, school counselor, or marriage & family counselor. This assignment will include (1) an Appendix A Career Portfolio Rubric completed by yourself; (2) a cover page for your portfolio, (3) a table of contents, and (4) the following items (in order of):

1. Mission Statement (20 points)

Your mission statement should reflect your career and personal values. A mission statement can be short or long, written or put to music, or a collage of meaningful quotes and pictures. It may change or develop as you have gained new life experiences, perspectives, and knowledge in this course. It is very personal and may develop or change as you gain new life experiences and perspectives. Include pictures, quotes, poems, cartoons, or other things that inspire you in this section of your portfolio.

This assignment is adapted from Bovard, 2006.*

2. Autobiography Introduction (40 points)

Bring a hard copy of this item to the class on 02/03/2020.

You will work closely with the members of your small group during the course of this class. Therefore, it is helpful to introduce yourself to your fellow group members as you begin this course. To get you thinking ahead, provide a one-page basic outline addressing the following points in your introduction (bulleted list is fine). You can use this as a guide when you briefly introduce yourself in class. Include this item in your portfolio.

- 1) **Basic Info:** Name, job title & company if currently working.
- 2) **Work Experience:** Share your professional work experiences that contribute to your skills as a counseling professional. Include the number of years of experience in this or other career fields, the positions you held, and the experiences or transferrable skills you gained.
- 3) **Other Experience:** List education, memberships, hobbies, volunteer work, or other areas where you gained experiences that may contribute to your professional development or understanding of others' career issues.
- 4) **Aspirations:** Describe your initial insights into your interests and future aspirations. You will complete activities through the course to explore and refine these later with your group.
- 5) **Career Goals:** Address the relevance of this course to your professional and personal goals/objectives. Remember that people are often more successful at achieving their goals when they are SMART goals-specific, measureable, attainable, realistic and time-sensitive.
- 6) **Course Goals:** Identify specific things you might like to learn from this class or from your classmates.

3. Accomplishment (40 points)

Bring a hard copy of this item to the class 02/03/2020.

What are you most proud of? These accomplishments may represent experiences you have had at work, at home, or in hobbies or leisure roles. Identify at least 10 accomplishments and write a brief paragraph about each accomplishment, explaining why you selected that particular experience as an accomplishment and the skills you developed as a result. Include this item in your portfolio.

This assignment is adapted from Bovard, 2006*.

4. Self-Assessments (80 points)

Complete in advance; bring this item to class 02/10/2020.

Learning about yourself and your clients is important to determining a career path that is a good fit. You can assess a variety of characteristics including your Values, Interests, Personality, and Skills (VIPS). Complete at least one assessment in each of these areas. MyPlan is free to UTEP Counseling students and provides the ability to take all four of the assessments and research potential career options that fit your VIPS.

Some people may feel that assessments *tell* them what they should do for their career. However, they simply offer a starting point to narrow down a broad range of VIPS and create a catalyst for discussion. The discussions can include a review of the assessments, a determination of how accurate the client/student believes the results represent them, and a discussion of how they might use that information to move forward. Many assessments also offer career-related options based on the VIPS which can also be helpful.

These activities and discussions are meant to give you practice in discussing the assessments with your clients and helping them identify steps they can take or directions they may go with their results.

1. Go to MyPlan.com and create a new account and be logged in to take the assessments for free. School license code will be given in class.
2. Under the MyPlan.com Assessment Tab, take each of the four Career Assessment Tests to explore your VIPS.
3. Review your results; they can be viewed individually (under My Portfolio > My Reports on the left-side menu) to understand the assessment as well as your particular findings. Additionally, review your composite score
4. Print out and bring a self-analysis of your findings to class. You will participate in activities that help you explore further insights with these assessments.
5. **02/10/2020** Bring results and a self-analysis of your findings for the assessments, including your response to the following questions for your self-analysis:

- **Analysis 1 question:** Your top 3 work values and how those **values** play into your decisions. Do you agree or disagree with the order in which they are listed?
- **Analysis 2 question:** Your 2 or 3-letter interest code based on the **Holland Hexagonal** model. Do you feel that it is an accurate portrayal of your interest? Why?
- **Analysis 3 question:** Your personality 4-letter code based on the **Myers-Briggs Type** Indicator and what it says about you. Does that seem to fit your personality accurately or do you think you should have landed elsewhere on the MBTI grid?
- **Analysis 4 question:** Your top 5 career categories based on your **skill** areas. If counseling is not in your top 5, where is it on your list? How accurate do the career categories seem to be and how do these represent your skills accurately (or not)?
- After class, include **the results and four self-analyses of your findings, including your responses to the questions and your short reaction** in your portfolio. One short reaction with your response to the question for each assessment. Therefore, in total of four short reaction to this item 4.

5. Brainstorm (20 points) (In-class activity)

As a counselor, individuals may come to you with a lack of meaning and/or direction in their life. Helping them identify the things that are meaningful can help them begin to identify possibilities for their future. Use this activity to explore your own career options within or outside of the counseling field but also help others think outside of their limited scopes. This is meant to be fun, creative, and not necessarily realistic. However, the completed self-assessments may help provide insight and ideas.

In class, you will have an opportunity to brainstorm and write down all the things you are passionate about (they do not have to be career or work-related). Think of things that you can get lost in and forget what time it is such as the magazines, books, or shows that interest you or the activities you crave. Once you have a list of at least 10 items, list the possibilities of careers that you could do with each item or a combination of items. The careers do not have to be realistic, achievable or high-paying; just have fun creating options that might appeal to you. In your groups, you will help each other identify at least 3-5 more creative career possibilities that can be done with the interests or combination of interests. **Add a short reaction** of yours to the brainstorm activity you created in class to your brainstorm worksheet, which will be included in your portfolio.

6. Career Exploration (20points) (In-class activity)

You will identify three career options you could pursue:

- A *dream job* where money is no option and nothing is impossible; you are able to follow your passion and find a career that provides you with real meaning.
- A *realistic job* given the limitations of reality (e.g., rent, school loans). How does reality limit your vision?
- *Another job* that you may have considered or would consider if you decided to leave the counseling field.

This item could be revised after the results from your brainstorming activity and the findings from your self-assessments. **Add a short reaction** of yours to the career exploration activity you did in class to your Career Exploration worksheet, which will be included in your portfolio.

7. Super's Rainbow (20 points) (In-class activity)

To get you thinking about your phases of career maturity that have developed along your career, you will develop your own rainbow by using a [Super's Rainbow worksheet](#). You will label each arc of your rainbow with one of the roles. If there are extra arcs, you may want to add different roles as well. You

will color in each role arc, using crayons or markers, to indicate the times during your life when you believe you will be playing the particular roles as your life stage develops. Also include your hypothetical future roles that you anticipate or desire.

Once you have finished developing your rainbow by labeling roles and coloring them, you will share your rainbow with your group members during class. You will help each other explore how the roles overlap and how having more than one role affects you and the roles you have. Also, you will ask each other how multiple roles affect them and their work life. After class, **add your reaction** to this activity to your rainbow to include in your portfolio.

8. Lifeline (20 points) (In-class activity)

To get you thinking about the experiences, choices, and themes that have affected your career development, you will create a lifeline and include any significant points or people that have influenced you and your career-related decisions. Please take a photo of your lifeline created in class and include it in your portfolio. Also include a hypothetical future that you anticipate or desire. Let the LYC article on [lifelines](#) guide your thinking and reflection to discuss and write your reaction. In your groups, you will help each other explore your key experiences and reactions to the insights gained and whether or not this understanding of life experiences, choices, and themes helped in understanding career choices. After class, write your reaction to your lifeline based on the LYC article and class discussion. **Add your reaction** to your lifeline (this could be a photo of your lifeline) you created in class to include in your portfolio.

9. Genogram / Sociogram (20 points) (In-class activity)

Identifying family and key figures in life can help you or your clients/students better understand yourselves. In class, you will create a basic diagram of your family tree and social network to include your most significant influences. If you wish to prepare a more detailed one before/after class, let the LYC article on [family and social influencers](#) guide your thinking and reflection. In your group, you will explore your relationships with the people you included and help your group members explore their reactions to the insights gained from this experience. You will share whether or not this family history helped you understand the influences in your life and your own career choice better. After class, write a short reaction of you to this activity and class discussion. **Include the genogram/sociogram (or a photo of it) you created in class and your reaction in your portfolio.**

10. Two Informational Interviews (80 points)

Identify two professionals in the counseling field and conduct an informational interview with each professional. Let the LYC article on [informational interviews](#) guide your process. Select individuals in practice areas that interest you. In this section of the portfolio, include their name, title, and employer, summarize the results of the interview and describe **your reaction** to their experience and perspective for each interview (two reactions for item 10). The interviews should be conducted in-person at their work. You can interview the professional with your fellow classmates. *This item is also included for **Career Intervention Design & Presentation**. This assignment is adapted from Bovard, 2006*.*

11. Résumé & Critiques (40 points)(Complete in advance; bring to class 03/30/2020; 04/06/2020; & 04/13/2020 for feedback)

The resume offers a quick snapshot of an individual during the job search. A good one can set you apart and potentially land you an interview; a bad one can get your application tossed out. Your résumé should cover your actual past and present experiences and be written for a job you wish to obtain currently or after graduation. It is important that this document be error-free and create a professional impression.

As a client/student embarks on a job search, you may be asked to review and offer feedback about their resume **on 03/30/2020; 04/06/2020; & 04/13/2020**. The purpose of this assignment is two-fold. First, it is designed to give you practice in writing about your experiences in a way that will favorably impress a prospective employer; it may be helpful to highlight some of the skills and personality traits you discovered in the self-assessments.

Second, you will have the opportunity to review and critique other resumes to give you practice in helping others (see Appendix B *Resume Feedback Form* for rubric).

- 1) Create or update your personal resume and bring copies of your resume to class (enough for all of your group members); you will have the opportunity to review each group members' resume and complete Appendix B *Resume Feedback Form* based on the rubric. This will allow you the opportunity to explore ways to improve your resume and help provide feedback for others.
- 2) Update your resume based on the in-class feedback you received. Include your original and first revised resume, a scan of all critiques from your group members, and your updated final resume for your portfolio.
- 3) Your final submission will be based on the areas covered in the rubric as well as your inclusion of the feedback provided by your group members. Include your updated resume and an Appendix B from completed by you. If you would like additional feedback from me, please make a note on your updated resume requesting more detailed feedback.

12. Cover Letter (20 points) *(Complete in advance; bring to class for feedback)*

Cover letters are valuable tools to augment your resume and allow you to highlight relevant skills or interest that may not necessarily be included in your resume or highlighted with respect to the employer's needs. This activity will give you an opportunity to create a cover letter for a current or ideal job posting.

- 1) Find a job description for your current or ideal job posting.
- 2) Create or update a cover letter tailored to a specific position. Ensure you have highlighted the items addressed in the job description and created a great rationale for why the employer might wish to hire you.
- 3) Bring hard copies of your cover letter and the job description to class for each of your group members; also provide a single copy of the job description. You will have the opportunity to receive feedback to improve your letter. The in-class feedback can be written directly on the cover letter.
- 4) Update your cover letter based on the in-class feedback you received. Include your original cover letter, a scan of all critiques from your group members, and your updated final letter for your portfolio.

13. Mock Interview (40 points) *(In-class activity; please bring a set of interview questions and interview critique forms for your partner/group members)*

Impression management is the key to a successful job search. You must be able to convey your knowledge and experience to an employer in a professional manner. Often, clients/students are unaware of their presentation style and other non-verbal behaviors. A mock interview provides the opportunity to complete an interview and then receive a helpful critique. In class, you will have an opportunity to conduct a face-to-face mock interview with a partner. They will ask you a set of provided questions. Therefore, create a set of interview questions for them to ask you in class. You may select the questions from [Potential Interview Questions](#). Also, they will be asked to complete the mock interview [critique form](#) on you. This will offer you additional feedback and suggestions for further improvement. After you review the mock interview critique, add your reaction to the process or interviewer's feedback in a different color on the form. This item includes **your reactions** to the process (your strength and weakness about your mock interview, the ease or difficulty you had in providing an answer, etc.) and your group's feedback. Let the LYC articles on [mock interviews](#) and [job interviews](#) guide your process. Include the critique forms with your partner/group member's and your own feedback to include in your portfolio.

14. Career Action Plan (40 points)

Outline your plan for achieving your goals over the next few years. Be as specific as you can, including identifying timelines for accomplishing these goals. Follow APA format including the headings

suggested below (in bold) for ease of quick referencing. However, for this assignment use **single spacing**.

1. **Description of job/position** Select one description of your desirable jobs/positions from your interest job market. You can copy and paste the job description. This section is not included in this items' page limitation.
2. **Learning requirement** From the job description, identify all education or professional requirements that you need; and how you might achieve or you have achieved those requirement. Requirements may include education, licensure, experiences, related training, etc.
3. **Barriers** Identify any real or perceived barriers and how you might overcome them.
4. **Goals & Plans** Outline your plan for achieving your goals over the next five years. Be as specific as you can, including identifying timelines for accomplishing these goals.

Remember that people are often more successful at achieving their goals when they are SMART goals-specific, measureable, attainable, realistic and time-sensitive. *This assignment is adapted from Bovard, 2006**.

Career Intervention Design & Presentation (100 points)

At the end of this semester, your group will submit an information sheet on Career Intervention that your group designed for a special population. Conduct research related to that population and submit an information sheet (2 side-by-side-pages, printed on both sides; and in Word file format) that you might provide counseling colleagues highlighting the information below in an attractive, organized, and easy-to-read manner. Please do not forget your group member names on the information sheet.

Also, your group will complete a 30 minute oral presentation of the Career Intervention in class (including 5 minutes for Q&A). The presentation should include: 1) description of population; 2) special career-related issues; 3) useful activities; 4) summary of resources for counselors; 5) summary of resources for the special population; 6) insight, advice & warnings for counselors; 7) references (APA style). Please print and bring hard copies of the information sheet for the entire class (your information sheet will also serve as handout for the class). Follow APA format including the headings suggested below (in bold) for easy and quick referencing. However, for this assignment use **single spacing**. Each group member should submit your group's 1) Information sheet and 2) PowerPoint slides to BB by **11:59pm on their presentation day**.

A number of special populations were discussed in this textbook including issues of race, class, gender, sexual orientation, disabilities, military, etc. However, there are a variety of additional special populations that may encounter issues in the workforce. Select a special population not already addressed in the textbook or one where you can specifically narrow down a population in more detail than the textbook.

The following are examples of special populations that may be used, but the list is not exhaustive: elementary, middle, high school, or college students, specific ethnic group or religious affiliation, different generations in the workforce, veterans or military families, people with a particular disability or mental disorder, LGBT individuals, incarcerated individuals out on probation, at-risk youth, international refugees/asylees, people with limited English proficiency, displaced homemakers (returning to work after the kids are grown), etc. Be creative and explore a population about which you know little and/or want to learn more.

Counselors in the field can provide important insight and information about the everyday experience of working with that special population. They can also provide ethical and culturally relevant strategies for advocating for your diverse population as well as useful suggestions for planning, organization, implementation, administration, and evaluation of programs addressing special career-related issues that include useful activities and resources. Therefore, in addition to your research, conduct an informational interview with at least one professional who can provide you insights, advice, and warnings about working with that population. Informational interviews are one of the best tools for exploring a career, company, position, setting, or population and by completing them, you can increase your chances of finding and

landing an ideal job! The more interviews you complete, the more insights you will gain. Let the LYC article on [informational interviews](#) guide your process. See Appendix C for rubric.

You will earn up to **100 points** for this assignment. Ensure you include the following:

1. **Description of population** to provide a detailed understanding of the general issues and how they vary from the majority population (e.g., characteristics of this particular population, the number/percentage of people estimated in this population, overall strengths and challenges with life, age/ethnic/gender/regional/educational/SES makeup if applicable; cite your sources).
2. **Special career-related issues** they may encounter that differs from the majority population. (e.g., financial, education, training, skills, availability), prevalence of the issues within the population, and scope (e.g., #s, %, etc.); cite your sources
3. **Useful activities** for this population. Introduce experiential activities for facilitating a special population group and teaching career counseling classes. Cite your sources.
4. **Summary of resources for counselors** addressing this population and how to work with them. Provide at least 3 websites, journal articles, or other helpful resources related to counseling this group. List in APA reference format and 2-3 sentence description of each resource.
5. **Summary of resources for the special population** including helpful tools you could provide to clients to guide their career development (e.g., websites, popular articles, support groups, local or national agencies). List at least 3 resources in APA reference format and 2-3 sentence description of each resource.
6. **Insights, advice & warnings** of working with this population. What new information, ideas, and insights did you gain from the professional you interviewed? What advice or warnings did they offer you as you prepared for the field and working with this population and/or issue?
7. **References** not listed under your summaries of resources; include the individual(s) you interviewed here as well.

Course Expectations

Blackboard

- Use Chrome or Firefox
- If at home, make sure you have a stable connection (wired or near the wireless access point)
- If at UTEP, be sure to login to the UTEPSecure WiFi (not the UTEPGuest WiFi)
- NOTE: In the past, students have used the Guest or UTEPWL1 networks to access WiFi on campus and these networks would knock them off after an hour,
- Please make sure you read [Test Tips for Blackboard Learn](#)

Students are required to check Blackboard daily for announcement, updates, and assignment. ***It is the student's responsibility to check and/or retrieve announcements and course materials.***

Use of Technology in Course

Blackboard will be used for communication, distributing relevant course information, and submitting assignments. All written assignments should be saved with the file name: Course # _Last name_Assignment/Exam name (e.g., "EDPC 5320_Midterm_Doe"). When e-mailing your professor about something related to this course, please use the following heading in the e-mail subject line: please include "EDPC 5320 your last name" in the subject line of any correspondence sent via email (e.g. EDPC 5320 Doe).

Generally, the use of electronic devices is not permitted during class. This can be discussed on a case by case basis (i.e., class activities by using the internet), but behaviors such as texting or searching the internet for non-course related content is considered unprofessional.

Technology Requirements

This is a blended course and includes online and face-to-face elements. The online portion incorporates a variety of resources, quizzes, examination and assignments provided online through Blackboard. Therefore, you will need to have a computer with a reliable internet connection and access to Microsoft Word and PowerPoint software. You are also encouraged to download the free anti-virus software to ensure your computer and submitted documents are free from malicious viruses or spyware.

Technical problems

Do not wait until the last minute to submit an assignment or take an exam in case you run into technical difficulties. You may need to access another computer to finish your assignment. If you wait until the last minute and then experience technical difficulties, your work will not be submitted on time and you will not get credit. Procrastination is not an accepted excuse for an extension!

Some students may encounter unexpected technical problems (e.g. cannot access Blackboard, experience unexpected Blackboard maintenance, being forced to shut down during tests, cannot submit assignments, etc.). You will not be given any opportunity to make up the credits that you lost unexpectedly.

Important note: You should not plan to take the quizzes on your personal laptops while connected to UTEP wireless, because it will kick you out after an hour and you won't be able to get back into the exam. If you want to take the exams at UTEP, you will need to actually log onto a computer on the UTEP LAN network (any computer lab).

UTEP HELP DESK

Telephone and Walk-in Support available
Monday-Friday 7AM-8PM
Saturdays 9AM-1PM
Sundays 12PM - 4PM

Telephone: On-Campus extension 4357 (Help) Off-Campus 915-747-5257

Email: helpdesk@utep.edu

Location: Library Room 300

If you go to their website at <http://admin.utep.edu/Default.aspx?tabid=63402>, you can do a live chat with them. The instructions are the same: if you have a problem with Blackboard, contact UTEP and forward your correspondence with them to me. If the problem is with Blackboard, you will get full points for the assignment. If the problem is on your end, you will get the points you earned.

Late or Missing Assignments

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% per each day late; assignments past due one week are not accepted.

Course Syllabus and Announcement

This course meeting schedule and/or assignment deadlines are subject to change. The changes will be announced via Blackboard course website. ***It is the student's responsibility to check and/or retrieve announcements and course materials.***

Course Schedule

You are responsible for reading assigned text, supplemental readings, and other resources located in Blackboard course website. You will need to read ahead in order to be properly prepared for course assignments, quizzes, and discussion. The list of readings below may change; follow the directions in the Blackboard for updated readings, videos, and activities due each class. The required textbook and quizzes are focused on the theory and information related to career counseling. The Job Search Manual, group

assignments, and supplemental BB content resources are aimed at providing you practical experiences for your job search and that of your client's.

Flexibility Clause

The requirements, assignments, policies, evaluation procedures, etc. mentioned in this syllabus are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule. For example, in the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due as posted on the course website.

Rubrics

Each assignment rubrics can be found in Appendices A, B, and C. Appendices are located at the end of this course syllabus.

Discussing Grades

Your grades and feedback will be available through Blackboard course website. If you have questions or concerns about your grades, you may ask in person. Email is not a secure method of communication for grades.

Writing and Editing

All written assignments are required to be graduate level [academic writing](#). Academic writing is different from writing a report for work. If you are not familiar with academic writing, please research and study about it. If you are not sure how to develop statements for your assignments, I strongly recommend you to read [Developing Strong Thesis Statement](#) page from Purdue OWL. Also, UTEP has a writing center (<http://uwc.utep.edu/>) dedicated to develop writing skills including help with grammar and mechanics, paper organization, style, and argument. They also have a variety of online resources for writers to help improve your writing style. A writing partner may also help in the writing process; the peer review process is important in professional writing and ensures that your arguments are clear to the reader.

All papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (6th ed). This includes, but is not limited to, headings, citations, page numbering, and grammatical considerations. According to APA guidelines, all written submitted assignments must use Times New Roman 12 point font and double space. **However, in this course students will use single spacing for their assignments.**

You should have completed the Indiana University plagiarism tutorial before you entered the program; it was a requirement listed in the departmental graduate school handbook. Therefore, your materials should be properly cited and/or quoted; however, you are encouraged to only use quotes minimally where there is no other way to say it better. Your papers may go through SafeAssign, a plagiarism detection software, when you upload them to Blackboard. If you still have questions about properly paraphrasing your sources, please see the instructor or visit the writing center for help.

Academic Integrity and Plagiarism

Failure to follow academic integrity (conduct academic dishonesty) is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please refer to the student affairs website for more information: <http://sa.utep.edu/osccr/academic-integrity/>

The International Center for Academic Integrity, comprised of a consortium of universities worldwide, defines academic integrity as “a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.” As they relate to students, these values can be defined as follows:

Honesty: “adhering to standards of truthfulness and integrity”

Trust: participating in “an environment of confidence”

Fairness: abiding by the “standards, practices, and procedures” outlined by your instructors and institution

Respect: “encouraging a wide range of opinions and ideas”

Responsibility: assuming personal accountability and accepting sanctions in cases of misconduct.

Students are responsible for adhering to the above standards in all academic activity and refraining from all forms of academic dishonesty. According to the **UTEP Handbook of Operating Procedures**, academic dishonesty includes committing (or attempting to commit) the following:

- **Plagiarism** – taking credit for work that is not your own (e.g., copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission).
- **Cheating** – This includes copying another student’s work during an exam; using notes, books, or electronic devices during an exam without prior permission; taking an exam for another student; and communicating with or helping another student during an exam.
- **Collusion** – any collaboration with another student without the permission of the instructor.

Self-plagiarism: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their “previously published work as new scholarship (p. 16).” It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

Time Commitment

Graduate students are expected to spend approximately 3 hours each week outside of the class for each credit they are taking. For example, a typical 3-credit course would require about 3 hours in class and 9 hours outside of class each week for a total of 12 hours. An official full-time graduate load is 9 credits, or a weekly time commitment of 36 hours, just as a full-time job would require 40 hours. There is a lot of material covered in this course; therefore, you are encouraged to manage your time wisely and plan ahead for some of the larger assignments to ensure you can work within these time requirements.

Commitment to Professionalism

You are expected to follow all codes of conduct, ethical and legal guidelines, and proper procedures addressed in your student handbook, and by professional associations and societal rules. You are expected to express and maintain professional attitudes and proper manners in regard to the classroom discussions, presentations, and diverse opinions. Should you have any questions or difficulties, please do not hesitate to discuss them with me. Difficulties preventing your participation in class activities should be brought to the instructor’s attention either by verbal or written format. Because you are now “counselors in training”, it is important to view your conduct in a professional role.

Academic Performance

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance.

Students with Disabilities Who Require Accommodations

If a student needs accommodations, then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition which may affect your ability to perform

successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and Center for Accommodations and Support Services (CASS) at UTEP. Please understand that it is your responsibility to contact CASS for accommodations and services. The instructor will follow guidelines of CASS to assist with your needs in this class.

**Assignments are adapted from Bovard (2006).*

This syllabus is adapted from Wolf (2016).

**Appendix A
Career Portfolio Rubric**

Requirements	Rarely satisfied	Somewhat Satisfied	Moderately Satisfied	Satisfied
1. Mission Statement (20p)	Ineffectively provides personal and career values (5p).	Somewhat reflects personal and career values (10p).	Moderately reflects personal and career values (15p).	Effectively reflects personal and career values (20p).
2. Autobiography Introduction (40p)	Ineffectively provides personal career experiences and misses aspirations and/or goals (10p).	Somewhat provides personal career experiences and at least 2 aspirations and goals (20p).	Moderately provides personal career experiences and at least 3 aspirations and goals (30p).	Effectively provides personal career experiences and at least 4 aspirations and goals (40p).
3. Accomplishment (40p)	Completes 4 of the 10 accomplishment and provides a brief paragraph about each (10p).	Completes 6 of the 10 accomplishment and provides a brief paragraph about each (20p).	Completes 8 of the 10 accomplishment and provides a brief paragraph about each (30p).	Completes 10 of the 10 accomplishment and provides a brief paragraph about each (40p).
4. Self-Assessments (VIPS) (80p)	Completes 1 of the 4 assigned assessments. Includes a results and four self-analyses (20p).	Completes 2 of the 4 assigned assessments. Includes two results and four self-analyses (40p).	Completes 3 of the 4 assigned assessments. Includes three and four self-analyses. Or missing one item of requirements (60p).	Complete 4 of the 4 assigned assessments. Includes four results, four self-analyses, and a reaction. (80p).
5. Brainstorm (20p)	Provides a list of 1-2 interests and/or 2 career options that relate to the list of interests or combination of interests (5p).	Provides a list of 3-5 interests and/or 3 career options that relate to the list of interests or combination of interests (10p).	Provides a list of 6-8 interests and/or 4 career options that relate to the list of interests or combination of interests (15p).	Provides a list of 9 or more interests and/or 5 career options that relate to the list of interests or combination of interests (20p).
6. Career Exploration (20p)	Describes 1 career option. Required elements are missing or not all careers are addressed (5p).	Describes 2-3 career options listing the required information; cited from only 1 source; and/or required elements are missing (10p).	Moderately describes 3 career options listing all required information cited from 1-2 sources (15p).	Effectively describes 3 career options listing all required information cited from 3 or more sources (20p).
7. Super's rainbow (20p)	Identified 1-2 key roles and discussed how they interacted with each other in the reaction (5p).	Identified 3 key roles and discussed how they interacted with each other in the reaction (10p).	Identified 5-4 key roles and discussed how they interacted with each other in the reaction (15p).	Identified 6 or more key roles and discussed how they interacted with each other in the reaction (20p).
8. Lifeline (20p)	Includes 1-2 key events and career-related decisions that affected your life experiences, choices, and themes (5p).	Includes 3 key events and career-related decisions that affected your life experiences, choices, and themes (10p).	Includes 5-4 key events and career-related decisions that affected your life experiences, choices, and themes (15p).	Includes 6 or more key events and career-related decisions that affected your life experiences, choices, and themes (20p).
9. Geno/Sociogram (20p)	Provides an inadequate conceptualization of family and social relationships that affect your career development. Includes 1 key people (5p).	Provides a limited conceptualization of family and social relationships that affect your career development. Includes 2 key people (10p).	Provides an adequate conceptualization of family and social relationships that affect your career development. Includes 3-4 key people (15p).	Provides an effective conceptualization of family and social relationships that affect your career development (20p). Includes 5 or more key people (20p).
10. Two Informational Interviews (80p)	Completes only 1 informational interview. Include one summary	Completes 1 informational interview. Include only one summary of the results of the	Completes 2 informational interviews. Include only one summary of the results of the	Completes 2 informational interviews. Include two summary of the results of the

	of the result, but no reaction to their experiences (20p).	interview and your reaction to their experiences (40p).	interview and your reaction to their experiences (60p).	interview and your reaction to their experiences (80p).
11. Resume (40p)	Resume is rarely satisfied (see Appendix B). Little to no integration of feedback; including resumes which did not adopted feedback (10p).	Revised resume is somewhat satisfied (see Appendix B). Limited integration of feedback. Included few of the following items: revised resume, feedback form for revised resume, original resume, and feedback from for original resume (20p).	Revised resume is moderately satisfied (see Appendix B). Adequate integration of feedback. Included some of the following items: revised resume, feedback form for revised resume, original resume, and feedback from for original resume (30p).	Revised resume is satisfied (see Appendix B). Include revised resume, feedback form for revised resume, original resume, and feedback from for original resume (40p).
12. Cover Letter (20p)	Inadequately provides a letter that addresses a position & employer. Does not include items addressed in the job description or a rational for why the employer should hire you. Missing 3 or more elements provided in the sample cover letter or supporting materials (5p).	Provides a letter that more generally addresses a position & employer. Includes some items addressed in the job description and a rational for why the employer should hire you. Missing 1-2 elements provided in the sample cover letter or supporting materials (10p).	Moderately tailors an appealing letter to a specific position & employer highlighting items addressed in the job description. Includes a rational for why the employer should hire you and includes the elements provided in the sample cover letter or supporting materials (15p).	Effectively tailors a quality and appealing letter to a specific position & employer highlighting all items addressed in the job description. Includes a helpful rational for why the employer should hire you and includes all elements provided in the sample cover letter and supporting materials (20p).
13. Mock Interview (40p)	Provides inconsistent or no feedback to partner during in-class interview and includes a little or no reaction to the interviewer's feedback from the in-class mock interview (10p).	Provides minimal feedback to partner during in-class interview and includes a minimal reaction to the interviewer's feedback from the in-class mock interview (20p).	Provides helpful feedback to partner during in-class interview and includes a basic reaction to the interviewer's feedback from the in-class mock interview (30p).	Provides helpful feedback to partner during in-class interview and includes a thorough reaction to the interviewer's feedback from the in-class mock interview (40p).
14. Career Action Plan (40p)	Provided Career Action Plan, but missing 3-4 elements or more (10p).	Provided Career Action Plan, but missing 1-2 elements (20p).	Provided Career Action Plan, but did not provide SMART goals (30p).	Provides (1) description of job; (2) learning requirement; (3) Barriers; and (4) goals and plans (using SMART goals) (40p).
Total Points				/500

**Appendix B
Resume Feedback Form**

Original Resume Revised Resume

Resume Name _____ Reviewer Name _____

Rate the resume using the form below. Be honest with your assessment so the individual can learn where to improve their resume. In addition, provide helpful suggestions that could improve their resume. You can also make specific comments on their resume and provide that to them.

Key resume elements	Rarely Satisfied 0.5	Somewhat Satisfied 2.0	Moderately Satisfied 3.5	Satisfied 5
Overall appearance	<input type="checkbox"/> Resume lacks appeal; has inconsistent font or other design elements. Key points do not stand out. Displays no understanding or attention of the readings.	<input type="checkbox"/> Resume is somewhat appealing; has some inconsistent font or other design elements. Key points may not stand out easily. Lacks attention to details.	<input type="checkbox"/> Resume is appealing; has consistent font (10-12pt) and other design elements. Key points may not stand out easily. Displays some understanding of the readings.	<input type="checkbox"/> Resume is appealing; has consistent font (10-12pt) and other design elements. Key points from their experience stand out easily. Displays attention to the readings.
Layout	<input type="checkbox"/> Resume lacks a professional format and is missing layout elements including clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content does not flow in a logical or order.	<input type="checkbox"/> Resume format may be missing layout elements including clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content may not flow in a logical or easy-to-read order.	<input type="checkbox"/> Resume format is professional, has clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content flows in a logical order but a few changes are recommended.	<input type="checkbox"/> Resume has a professional format, clear sections, .75-1" margins, balanced white space, and helpful indentions or tabs. Content flows in a logical easy-to-read order.
Length	<input type="checkbox"/> Resume is less than 1 or more than 2 pages. Does not use page limit adequately. Missing key information and includes extraneous information.	<input type="checkbox"/> Resume is a more than 2 pages or does not use page limit adequately. Missing key information or includes extraneous information.	<input type="checkbox"/> Resume is a maximum of 1-2 pages and uses page limit adequately. May include some extraneous information that can be eliminated without losing key information.	<input type="checkbox"/> Resume is a maximum of 1-2 pages and uses page limit effectively. Includes relevant key information; includes no extraneous information that can be eliminated.
Action Verbs	<input type="checkbox"/> Sentences don't begin with action verbs; are written in present tense; and written in first-person using "I" or "my"	<input type="checkbox"/> Sentences begin with a minimal variety of action verbs; are written in present tense; and/or written in first-person using "I" or "my"	<input type="checkbox"/> Sentences begin with an action verbs and/or are written in past tense. It is written with an implied first-person but without the use of "I" or "my"	<input type="checkbox"/> Sentences begin with a variety of action verbs and are written in past tense. It is written with an implied first-person but without the use of "I" or "my"
Accomplishments	<input type="checkbox"/> Resume includes minimal accomplishments and skills with no specifics (#, %, \$). Includes only general or vague statements.	<input type="checkbox"/> Resume includes a list of accomplishments and skills with little specifics (#, %, \$). Includes primarily general or vague statements.	<input type="checkbox"/> Resume includes a list of accomplishments and skills with some specifics (#, %, \$) to describe the measure of success but may include 1-3 general or vague statements.	<input type="checkbox"/> Resume includes a list of accomplishments and skills with specifics (#, %, \$) to describe the measure of success. Avoids general or vague statements.

Key resume elements	Rarely Satisfied 0.5	Somewhat Satisfied 2.0	Moderately Satisfied 3.5	Satisfied 5
Completeness	<input type="checkbox"/> Important sections or key information is not included and dates do not include month & year.	<input type="checkbox"/> Important sections or key information is not included or dates do not include month & year.	<input type="checkbox"/> Important sections and key information is included (e.g., education, work experience, etc.); dates include month & year. A few changes may be recommended.	<input type="checkbox"/> Important sections and key information is included (e.g., education, work experience includes all relevant positions held, leadership positions); dates include month & year;
Relevance	<input type="checkbox"/> Resume sections are inconsistently relevant to the employer's needs and highlight minimal credentials and skills. Key words are missing.	<input type="checkbox"/> Resume sections are somewhat relevant to the employer's needs and highlight some credentials and skills with the most current information at the top of each section. Key words may be missing throughout.	<input type="checkbox"/> Several resume sections are relevant to the employer's needs and highlight the credentials and skills with the most current information at the top of each section. Key words are included.	<input type="checkbox"/> All resume sections are relevant to the employer's needs and ordered to highlight the most important credentials and skills with the most current information at the top of each section. Key words are included throughout.
Overall pitch	<input type="checkbox"/> Resume likely will not get the employer to invite the applicant for an interview. The objective, work experience, etc., are missing or not targeted to a goal or position.	<input type="checkbox"/> Resume may not get the employer to invite the applicant for an interview. The objective, work experience, etc., are not targeted to a specific career goal/position.	<input type="checkbox"/> Resume may possibly get the employer to invite the applicant for an interview. The objective, work experience, etc., are minimally targeted to a specific career goal/position.	<input type="checkbox"/> Resume will likely get the employer to invite the applicant for an interview. The objective, work experience, etc., are targeted to a specific career goal or position.
Total Points	Points earned _____ points/40 points			
Overall comments and suggestions for improvement				

Appendix C
Career Intervention Design & Presentation Rubric

Requirements	Rarely Satisfied 1	Somewhat Satisfied 4	Moderately Satisfied 7	Satisfied 10
Population description	Inadequately describes the special population and how they vary from the majority population. Lacks cited sources and support.	Somewhat describes the special population and how they vary from the majority population. Includes 1+ cited sources and limited support.	Moderately describes the special population and how they vary from the majority population. Includes 2+ properly cited sources.	Effectively describes the special population in detail and how they vary from the majority population. Includes 3+ properly cited sources.
Career-related issues	Inadequately identifies career-related issues they may experience. Lacks cited sources and support.	Somewhat identifies 1+ career-related issue they may experience that differs from the majority population. Includes 1+ cited sources and limited support.	Moderately identifies 2+ career-related issues they may experience that differs from the majority population. Includes 2+ properly cited sources.	Effectively identifies 3+ career-related issues they may experience that differs from the majority population. Includes 3+ properly cited sources.
Useful activities	Inappropriately selects a relevant activity and how it was used. Lacks cited sources and support.	Selects and describes 1+ relevant activity and how it can be used with this population. Includes 1+ cited sources and limited support.	Moderately selects and describes 2+ relevant activities and how they can be used with this population. Includes 2+ properly cited sources.	Effectively selects and describes 3+ relevant activities and how they can be used with this population. Includes 3+ properly cited sources.
Resources for counselors	Provides 1 adequate resource and description; may not be relevant and/or properly cited.	Provides 1-2 adequate resources and descriptions; may not be relevant or properly cited.	Provides 2-3 effective resources and descriptions. Resources are relevant and properly cited.	Provides 3+ excellent resources and descriptions. Resources are relevant and properly cited.
Resources for population	Provides 1 adequate resource and description; may not be relevant and/or properly cited.	Provides 1-2 adequate resources and descriptions; may not be relevant or properly cited.	Provides 2-3 effective resources and descriptions. Resources are relevant and properly cited.	Provides 3+ excellent resources and descriptions. Resources are relevant and properly cited.
Insights, advice, & warnings	Provides 1 adequate insight, advice and/or warning.	Provides 1-2 adequate insights, advice and/or warnings.	Provides 2-3 effective insights, advice and/or warnings.	Provides 3+ excellent insights, advice and/or warnings.
References	Provides a list of references; misses key information or resources. APA format	Provides a list of references; may miss some key information and resources. APA format	Provides a list of references highlighting most key information and resources. APA format	Provides a list of references highlighting all key information and resources. APA format
Presentation (including Powerpoint Slides)	5 points Provides an inadequate presentation and ONE experiential activity	10 points Provides an adequate presentation and ONE experiential activity	15 Points Provides an effective 30 minutes presentation and ONE interactive experiential activity	30 points Provides an excellent 30 minutes presentation and ONE interactive experiential activity. <u>Includes a processing discussion with classmates.</u>
Excellent Presentation: provides a 30 minute of presentation (including PowerPoint slides); follows the outline provided; is presented by all group members; demonstrates presenters' understanding of topic; and provides one interactive experiential activity and processing discussion with class.				
Total Points	_____ /100 points			

**EDPC 5320 Spring 2020
Tentative Course Schedule**

Dates	Class Topics	Complete Reading Before Class	Quiz & Assignment Due <i>Bring to Class</i>	After Class homework
01/27	<ul style="list-style-type: none"> • Introduction to the course • Career counseling and the working alliance 	<ul style="list-style-type: none"> • S (2010) Ch 2 & 4 		
02/03	<ul style="list-style-type: none"> • CH 2. Trait and Factor Theory • CH 4. Work Adjustment Theory 	<ul style="list-style-type: none"> • S (2010) Ch 2 & 4 	<ul style="list-style-type: none"> • Quiz 1 by 11:59 pm Sunday 02/02/2020 • <i>Bring hard copies of 1) Autobiography Introduction and 2) Accomplishment</i> 	<ul style="list-style-type: none"> • Complete 1) four self-assessment VIPS and 2) Self-Assessment Analyses (including reactions)
02/10	<ul style="list-style-type: none"> • CH 5. Holland's Theory • CH 6. Myers-Briggs Type Theory 	<ul style="list-style-type: none"> • S (2010) Ch 5 & 6 	<ul style="list-style-type: none"> • Bring hard copies of 1) four self-assessments VIPS and 2) Self-Assessments Analyses (including reactions) 	<ul style="list-style-type: none"> • Submit 1) four self-assessment VIPS and 2) Self-Assessment Analyses • Complete and submit 1) Career Exploration and 2) Brainstorm
02/17	<ul style="list-style-type: none"> • CH 7,8,9, & 10 Super Life Span, Life Space Theory • CH 7. Gottfredson's Theory of Circumscriptions, Compromise, and Self-Creation 	<ul style="list-style-type: none"> • S (2010) Ch 7,8,9, & 10 	<ul style="list-style-type: none"> • Quiz 2 by 11:59 pm Sunday 02/16/2020 	<ul style="list-style-type: none"> • Complete & submit Super's rainbow
02/24	<ul style="list-style-type: none"> • CH 11. Constructivist and Narrative Approaches <ul style="list-style-type: none"> – Cochran's Narrative (p.299) – Savickas' Career Construction Theory (p.307) • CH 12. Relational Approach to Career Development • Roe's Personality Development Theory (p.328) 	<ul style="list-style-type: none"> • S (2010) Ch 11 & 12 • LYC articles on lifelines 	<ul style="list-style-type: none"> • Quiz 3 by 11:59 pm Sunday 02/23/2020 	<ul style="list-style-type: none"> • Complete & submit Lifeline
03/02	<ul style="list-style-type: none"> • CH 13. Krumboltz's Social Learning Theory <ul style="list-style-type: none"> – Happenstance Learning Theory (p.364) 	<ul style="list-style-type: none"> • S (2010) Ch 13 • LYC articles on family and social influencers 		<ul style="list-style-type: none"> • Complete & submit Genogram/ Sociogram
03/09	<ul style="list-style-type: none"> • CH 14. Social Cognitive Theory • CH.15 Career Decision-Making Approaches (CH 15) <ul style="list-style-type: none"> – Descriptive: Bloch and Richmond's & Miller-Tiedeman's – Cognitive Information Processing Theory 	<ul style="list-style-type: none"> • S (2010) Ch 14 & 15 		<ul style="list-style-type: none"> • Prepare to bring 1) a job description for your desirable job; 2) Resume/CV and 3) Cover letter to next class
03/16	<ul style="list-style-type: none"> • Spring Break (No Class Meeting) 			

Dates	Class Topics	Complete Reading Before Class	Quiz & Assignment Due <i>Bring to Class</i>	After Class homework
03/23	• Online Midterm			• Prepare to bring 1) a job description for your desirable job; 2) Resume/CV and 3) Cover letter to next class
03/30	• Occupational information and resources, job search strategies, Resumes/CVs,	<ul style="list-style-type: none"> • H&C (2010) Ch 1,2,& 3 • Isaacs, K. Resume critique checklist, • Review Appendix B 	<ul style="list-style-type: none"> • Quiz 4 by 11:59 pm Sunday 03/29/2020 • Bring hard copies of 1) a job description for your desirable job; 2) Resume/CV and 3) Cover letter 	• Update Resume/CV & Cover letter based on the lecture; and bring them to next class
04/06	• Resume/CV & cover letters	<ul style="list-style-type: none"> • H&C (2010) Ch 1,2,& 3 • Isaacs, K. Resume critique checklist, • Review Appendix B 	<ul style="list-style-type: none"> • Bring hard copies of UPDATED 1) a job description for your desirable job; 2) Resume/CV and 3) Cover letter 	<ul style="list-style-type: none"> • Prepare to bring a set of interview questions to next class • Submit each version of your resumes/CVs and cover letters with feedback
04/13	<ul style="list-style-type: none"> • Interviews/Mock-interviews • Networking and thriving in your career 	<ul style="list-style-type: none"> • H&C (2010) Ch 4,5, 6, 7, & 8 • Gottschalk, M. (2015). The vital importance of being honest in the workplace. LinkedIn. • LYC articles on mock interviews and job interviews 	<ul style="list-style-type: none"> • Bring hard copies of 1) a job description; 2) your revised Resume/CV & blank feedback form (Appendix B); 3) a set of interview questions; 4) mock interview critique form for your group members; and 5) a photo 	• Complete your reaction to the process or interviewer's feedback on Mock Interview; and submit
04/20	• Diversity & Special Populations /Group Project Work <i>(No Class Meeting; but Group Meeting)</i>		• Quiz 5 by 11:59 pm Sunday 04/19/2020	• First day to submit your Career Portfolio in person
04/27	<ul style="list-style-type: none"> • Diversity & Special Populations • Career Intervention Presentations 		• Group's presentation information sheet and slides <i>(bring hard copies for the entire class)</i>	
05/04	<ul style="list-style-type: none"> • Diversity & Special Populations • Career Intervention Presentations 		• Group's presentation information sheet and slides <i>(bring hard copies for the entire class)</i>	
05/11	• Online Final Exam			• Last day to submit your Career Portfolio in person

* This course schedule is subject to change.