



## EDPC 5320 LIFESTYLE AND CAREER DEVELOPMENT Spring 2021

### Course Information

University of Texas at El Paso  
College of Education  
Educational Psychology and Special Services  
Thursdays 05:00 - 08:00PM  
Spring 2021

### Professor Information

Dr. Sang-Min Shin  
sshin2@utep.edu  
915-747-8410 (F)  
915-747-7643 (O)  
Office: Education Building RM 706

### Virtual Office Hours

Thursday 02:00PM – 05:00PM and/or by appointment

- All office hours are held through Dr. Shin's Zoom meeting room (please request the link prior to the meeting).
- 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 "EDPC 5320 your last name" in the subject line of any correspondence sent via email (e.g. 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

Integrates the career counseling process into the lifespan from early childhood through older adulthood. Career development theories; career assessment instruments; educational resources; placement; follow up and evaluation. Interrelationships among work, marital, family, and other life roles including multicultural and gender issues.

### Methods of Instruction

This is a 100% online instructional method course. 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, exams, and experiential learning. We will closely follow the text in this course but will allow for other learning experiences as well. Students' virtual participation, collaborations, contributions, and interactions are required and necessary. Also, there are out-of-classroom activities (such as, but not limited to, group meetings, experimental work, assessments, take-home exams, etc.).

### Purpose of the Course

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.

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

<p><b>Objective C-2.</b> 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</p>	<p><b>2.F.1.h</b> <b>2.F.4.c</b> <i>5.B.1.g</i></p>		<p>Readings, lectures, discussions, and activities (online environments) of demonstrate their knowledge and use of those information resources</p>	<p><u>Resume &amp; Critique</u> <u>Cover letter;</u> <u>Interviews; Career Action Plan on Career Development Portfolio</u></p>
<p><b>GOAL D:</b> The goal is for students to approaches for assessing the conditions of the work environment on clients' life experiences. <b>(CACREP Standards 2.F.4. d)</b></p>				
<p><b>Objective D-1.</b> Understand conditions of the work environment on client's life experiences</p>	<p><b>2.F.4.d</b></p>		<p>Readings, lectures, discussions, and activities (online environments)</p>	<p><b>Mid-Term &amp; Final</b> and <u>Autobiography Intro;</u> <u>Accomplishment;</u> <u>Lifeline;</u> <u>Genogram/ Sociogram on Career Development Portfolio</u></p>
<p><b>GOAL E:</b> The goal is for students to understand strategies for assessing abilities, interests, values, personality and other factors that contribute to career development <b>(CACREP Standards 2.F.4.e)</b></p>				
<p><b>Objective E-1.</b> Understand and experience strategies for assessing abilities, interests, values, personality and other factors that contribute to career development</p>	<p><b>2.F.4.e</b> <i>5.G.1.d</i></p>		<p>Readings, lectures, discussions, and activities (online environments)</p>	<p><b>Quiz 2</b> (on Trait and type theories); <b>Quiz 5</b> (all theories) ; and <b>Mid-Term &amp; Final; Assessments; Mission Statement on Career Development Portfolio</b></p>
<p><b>GOAL F:</b> The goal is for students to understand strategies for career development program planning, organization, implementation, administration, and evaluation <b>(CACREP Standards 2.F.4. f)</b></p>				
<p><b>Objective F-1.</b> Understand strategies for career development program planning, organization, implementation, administration, and evaluation</p>	<p><b>2.F.4.f</b></p>		<p>Readings, lectures, discussions, and activities (online environments) of learning and developing career development program planning</p>	<p><b>Career Intervention Group Project</b></p>
<p><b>Objective F-2</b> Develop a strategy for career development program planning, organization, implementation, administration, and evaluation</p>	<p><b>2.F.4.f</b> <i>5.G.3.e</i> <i>5.G.3.g</i> <i>5.G.3.j</i></p>		<p>Readings, lectures, discussions, and activities (online environments) of learning and developing career development program planning</p>	<p><b>Career Intervention Group Project</b></p>

**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**)

<p><b>Objective G-1.</b> Understand unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues</p>	<p><b>2.F.4.g</b> <i>5.B.2.c</i></p>		<p>Readings, lectures, discussions, and activities (online environments) of learning unique needs and characteristics of multicultural and diverse populations</p>	<p><b>Career Intervention Group Project</b></p>
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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**)

<p><b>Objective H-1.</b> Understand and strategies for facilitating client skill development for career, educational, and life-work planning and management</p>	<p><b>2.F.4.h</b></p>		<p>Readings, lectures, discussions, and activities (online environments) of learning strategies for facilitating client skill development for career, educational, and life-work planning and management</p>	<p><u>Resume &amp; Critique</u> <u>Cover letter;</u> <u>Interviews; Career Action Plan on Career Development Portfolio</u></p>
<p><b>Objective H-2.</b> Apply strategies for facilitating client skill development for career, educational, and life-work planning and management</p>	<p><b>2.F.4.h</b></p>		<p>Readings, lectures, discussions, and activities (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 <b>Career Development Portfolio</b></p>	<p><u>Resume &amp; Critique</u> <u>Cover letter;</u> <u>Interviews; Career Action Plan on Career Development Portfolio</u></p>

**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**)

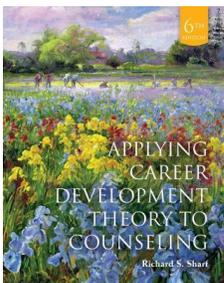
<p><b>Objective I-1.</b> Understand formal and informal career and work related tests and assessments relevant to career planning and decision making</p>	<p><b>2.F.4.i</b> <i>5.B.1.d</i></p>		<p>a) Readings, lectures, discussions, and activities (online environments) of learning major counseling theory ; and b) submission of an individual <b>Career Development Portfolio</b></p>	<p><u>Assessments on Career Development Portfolio</u></p>
<p><b>Objective I-2.</b> Apply methods of identifying and using assessment tools and techniques relevant to</p>	<p><b>2.F.4. i</b> <i>5.B.1.d</i></p>		<p>a) Reading, lecture, discussions (online environments), and course activities of</p>	<p><u>Assessments on Career Development Portfolio</u></p>

career planning and decision making			learning major counseling theory and b) submission of an individual <b>Career Development Portfolio</b>	
<b>GOAL J:</b> The goal is for students to understand ethical and culturally relevant strategies for addressing career development ( <b>CACREP Standards 2.F.4. j</b> )				
<b>Objective J-2.</b> Understand ethical and culturally relevant strategies for addressing career development	<b>2.F.4.j.</b> <b>5.B.2.j</b>		a) Reading, lecture, discussions, and activities of learning major counseling theory and b) submission of <b>Career Intervention Group Project</b>	<b>Career Intervention Group Project</b>

### Required and Recommended Course Readings

You are expected to complete all required readings for each week. 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 course activities, discussions, and assignments. See the course schedule noted at the end of the syllabus. Additional materials may be placed on Blackboard within each week as well.

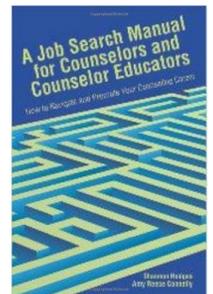
#### Required Text



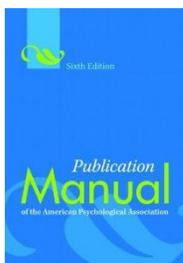
**Applying Career Development Theory to Counseling**, (6<sup>th</sup> ed.). Sharf, R.S. (2010); Brooks/Cole. SBN-10: 1285075447; ISBN-13: 9781285075440

**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](http://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](http://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](http://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](http://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](http://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 & contribution, 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. All assignments, quizzes, and exams must be submitted to Blackboard; no email submission will be received.

When submitting Career Intervention Group Project, Informational handout must be in MS Word file format (.doc/.docx) and PowerPoint presentation file must be in MS PowerPoint format (.ppt/.pptx). Career Portfolio must be submitted in one single PDF file (.pdf).

<b>Assignments</b>	<b>Due Date</b>	<b>Points</b>	<b>%</b>
Participation & Contribution	N/A	100	10
Quizzes (Drop your lowest one; must include Quiz 1)	Vary	100	10
Mid-term Exam	03/11/2021	100	10
Career Intervention Group Project	04/29/2021	100	10
Career Portfolio	05/06/2021	500	50
Final Exam	05/13/2021	100	10
<b>Total Points Possible</b>		<b>1000</b>	<b>100</b>

### **Participation & Contribution**

Active participation, contributions, accountability, punctuality, and helpful feedback are essential to a meaningful learning experience with deeper comprehension of the material. Additionally, because this course will be 100% online, it is important for students to take responsibilities for their own learning. For these reasons, your active participation, accountability, punctuality, helpful feedback 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 group discussions. In addition,

this course uses virtual interactions with a partner or in small groups; therefore, missing those meetings may also impact those activities as well.

The related interactions with a partner or in a small group are necessary in this course. Student-led meetings will be at times and days that all your group members agreed. Also, there are several assignments and activities that require classmates' feedback. Specific timelines related to the assignments/activities will be provided on Blackboard separately. Your participation, contributions, accountability, punctuality, and helpful feedback are critical for your classmates' learning. Thus, it is important to communicate with your partners or group members. At the end of this semester you will receive a **short survey** asking about your experiences working with your partner/group members. Each of you will have an opportunity to evaluate other group members' participation, contributions, accountability, punctuality, interpersonal skills, and professionalism. The results of the short survey on your performance in this course may affect your **Participation & Contribution**.

This course is online course. There are quizzes, exams, reading assignments, supplemental readings, and additional course activities related to course topic each week. Please note submission dates, use your time management skills properly and diligently to complete them on time each week. You are expected to complete readings each week, study course PowerPoint slides, complete course activities (e.g. case study, activities, etc.), take quizzes & exams, and interact with classmates during the course period. Unless you have a documented, unavoidable reason for being unavailable yourself, you are expected to keep in touch with your classmates.

Optional synchronous class meetings will be provided at 5pm on Thursdays during the Spring 2021 period. The session may last until 8pm. More specific information will be announced in the first week of the course. **Students are NOT required to attend but are highly recommended. Students will NOT be penalized for not attending these optional sessions.**

### **Quizzes**

Up to 25 points will be awarded for each quiz (100 points) but you may drop your lowest quiz grade among quiz grades of 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 the 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 this 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, lectures, and course 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 course progress. Tentative quiz schedule follows:

- Quiz 1 covers our course syllabus. It will open at 8:00 pm Thursday, 01/21/2021, and closes at 11:59 pm Wednesday 01/27/2021.
- Quiz 2 covers Trait and type theories (CH 2, 4, 5, & 6); and it will open at 8:00 pm Thursday, 02/04/2021, and closes at 11:59 pm Wednesday 02/10/2021.

- Quiz 3 covers Life-span theories (CH 7, 8, 9, & 10); and it will open at 8:00 pm Thursday, 02/11/2021, and closes at 11:59 pm Wednesday, 02/17/2021.
- Quiz 4 covers Special focus theories (CH 11, 12, 13, 14, & 15); and it will open at 8:00 pm Thursday, 03/04/2021, and closes at 11:59 pm Wednesday, 03/24/2021.
- Quiz 5 covers all theories; and it will open at 8:00 pm Thursday, 04/01/2021, and closes at 11:59 pm Wednesday, 04/14/2021.

### **Midterm/Final.**

- The Midterm (100 points) will cover the reading up to that date in the semester. The Final Examination (100 points) will be cumulative and applied, with an 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.
- The format of questions are essays or case conceptualizations.
- The midterm and final examinations are online, take-home, open book/open & note examinations; but students who actively engaged in course activities/assignment are much more likely to do well on examinations.
- You may NOT collaborate or share the information with others, but you may consult your text and resources if necessary.
- The exam will be available on the exam day from 05:00PM to 8:00PM.
- You have three hours to complete the examination.
- 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. you must complete the examination in 3 hours through Blackboard.
- Please make sure to follow these recommendations:
  - 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 UTEP Secure WiFi (not the UTEP Guest 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.

### **Career Portfolio (Total 500 points)**

At the end of the semester students will submit the Career Portfolio as a single PDF file to Blackboard. Submit your Career Portfolio by **11:59PM, Thursday 05/06/2021**. You can submit your portfolio at any time prior to 11:59PM, Thursday 05/06/2021. The last day you can submit it will be Thursday 05/06/2021.

Prior to submitting your Portfolio, fill out Appendix A as if you were evaluating your own Portfolio and include it in your Portfolio. This would be item #00).

When you prepare your portfolio to submit:

- Convert all files into PDF files and then combine all items into ONE PDF file and submit to Blackboard directly.
- You will end up submitting only ONE PDF file.
- Make sure to organize the items in order of (00) self-evaluated/completed Appendix A, (01) Mission Statement, (02) Autobiography, (03) Accomplishment (04) VIPS, (05) Brainstorm, (06) Career Exploration, (07) Super Rainbow, (08) Lifeline, (09) Genogram, (10) Informational interviews, (11) Resume, (12) Cover letter, (13) Mock Interview, and (14) Career Action.
- No assignment will be submitted via email.

If you are not sure how to convert Word files to PDF files or how to combine multiple PDF files into one single file, these videos might help:

### Free Resources to convert your works into electronic forms

- ❖ How to convert webpages (such as your Myplan.com result pages) to a PDF file?  
<https://www.youtube.com/watch?v=lafUSO05WWg>
- ❖ How to convert a MS Word document file to a PDF file?  
[https://www.youtube.com/watch?v=sSYTknps\\_w0](https://www.youtube.com/watch?v=sSYTknps_w0)
- ❖ How to combine several PDF files into ONE PDF files online?  
<https://www.sodapdf.com/pdf-merge/>
- ❖ How to combine several PDF files into ONE PDF file offline?  
<https://www.youtube.com/watch?v=jHm9j0P4qbM>
- ❖ How to insert a JPG (a photo file) in MS Word document?  
<https://www.youtube.com/watch?v=uvrWRixEZE0>

Your Career Portfolio will include 14 items (which are listed below in bold bullets) that will be combined into a single portfolio and submitted as a single PDF file. You will earn up to **500 points** for this assignment (see Appendix A for rubric). A sample of an electronic Career Portfolio will be posted on Blackboard.

Follow APA publication format including the cover page, font, font size, margins, and headings suggested for ease of quick referencing. However, for this assignment use **single spacing**. Your reflection for each item should not be more than two pages. No cover page is needed for each item, only 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 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) the self-evaluated/completed 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)** (Please post your Introduction to the Discussion Board on Blackboard no later than Thursday of second week of the course)

You will work with the members of your small group during this course. 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 the course. Include the following outline in your Autobiography introduction:

- 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, measurable, attainable, realistic and time-sensitive.
- 6) **Course Goals:** Identify specific things you might like to learn from this course or from your classmates.

### 3. **Accomplishment (40 points)**

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. In order to earn the highest points on this item, please see Appendix A; and make sure to meet all requirements. This assignment is adapted from Bovard, 2006\*.

### 4. **Self-Assessments (80 points)** (Complete the assessments no later than Thursday of second week of the course)

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 via Blackboard.
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. Save your results of those four assessments as a PDF file.
5. **Write** one self-analysis of your results for each assessment. You will write four self-analyses in total (one analysis for Values test; one analysis for Interests test; one analysis for Personality test; and the last one for Skills test).
  - a) **Analysis for Value Assessment:** 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?

- b) **Analysis for Interest Assessment:** 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?
  - c) **Analysis for Personality Assessment:** 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?
  - d) **Analysis for Skill Assessment:** 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)?
- Therefore, Item #4 includes your:
- 1) **Result** (from myplan.com) and **Analysis** (a above) of Value assessment
  - 2) **Result** (from myplan.com) and **Analysis** (b above) of Interest assessment
  - 3) **Result** (from myplan.com) and **Analysis** (c above) of Personality assessment
  - 4) **Result** (from myplan.com) and **Analysis** (d above) of Skill assessment
  - 5) **ONE short reflection** to your experience taking these assessments and analyzing your results. Please consider the following questions when you write your reflection:
    - How did you like/dislike this experience?
    - Would you like to use these assessments when working with your clients in the future? Discuss.
- In order to earn the highest points on this item, please see Appendix A; and make sure to meet all requirements.

### 5. **Brainstorm (20 points)**

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 course, 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.

#### **After this activity:**

- 1) Write **a short reflection** of yours to the brainstorm activity
- 2) Please consider the following questions when you write your reflection:
  - a. Do your ideal activities and career options fit with your VIPS?
  - b. What other creative career possibilities can be added to your list; help each other identify at least 3-5 more creative career possibilities that can be done with the interests or combination of interests.
  - c. Do any of these appear to be realistic and worth pursuing?

- d. As a counselor, would you like to use this activity with your clients who work on their career related issues? If so, why? If not, why not?
- 3) Add the reflection to your brainstorm item, which will be included in your portfolio.
- 4) In order to earn the highest points on this item, please see Appendix A; and make sure to meet all requirements.

### **6. Career Exploration (20 points)**

You will identify three career options you could pursue:

1. 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.
2. A *realistic job* given the limitations of reality (e.g., rent, school loans). How does reality limit your vision?
3. *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.

#### **After this activity:**

- 1) **Add a short reflection** to the career exploration activity to your Career Exploration item, which will be included in your portfolio. Please include your response to these questions:
  - a. How did you like/dislike this activity?
  - b. As a counselor, would you like to use this activity with your clients who work on their career related issues? If so, why? If not, why not?
- 2) In order to earn the highest points on this item, please see Appendix A; and make sure to meet all requirements.

### **7. Super's Rainbow (20 points)**

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, develop your rainbow by labeling roles and coloring them, 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.

#### **After completing this activity:**

- 1) Write **a reflection** to this activity.
- 2) In this reflection, **you need to identify 6 or more key roles and discuss how they interacted with each other.** You need to reflect on a) how the roles overlap and how having more than one role affects you and the roles you have and b) how multiple roles affect them and their work life. Most importantly,
- 3) Please include your response to these questions:
  - a. How did you like/dislike this activity?
  - b. As a counselor, would you like to use this activity with your clients who work on their career related issues? If so, why? If not, why not?
- 4) Add the short reflection to your Rainbow item (this could be a photo/scanned file of your rainbow) to include in your portfolio.
- 5) In order to earn the highest points on this item, please see Appendix A; and make sure to meet all requirements.

### **8. Lifeline (20 points)**

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 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 a short reflection. In your reflection, discuss 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 this activity:**

- 1) Write a reflection to your lifeline based on the LYC article.
- 2) **In your reflection, identify 6 or more key events and career-related decisions that affected your life experiences, choices, and themes.**
- 3) Please include your response to these questions:
  - How did you like/dislike this activity?
  - As a counselor, would you like to use this activity with your clients who work on their career related issues? If so, why? If not, why not?
- 4) In order to earn the highest points on this item, please see Appendix A; and make sure to meet all requirements.

### **9. Genogram / Sociogram (20 points)**

Identifying family and key figures in life can help you or your clients/students better understand yourselves. For this activity, you will create a basic diagram of your family tree and social network to include your most significant influences. When you create your genogram/sociogram, let the LYC article on [family and social influencers](#) guide your thinking and reflection.

#### **After this activity:**

- 1) Write **a short reflection** to your genogram/sociogram based on the LYC article.
- 2) In your reflection, you will reflect on your relationships with the people you included and the insights gained from this experience. Also, you will discuss whether or not this family history helped you understand the influences in your life and your own career choice better. For this reflection, **you need to identify 5 or more significant figures and discuss how they have influenced your career decisions (either positive and/or negative).**
- 3) Please include your response to these questions:
  - a. How did you like/dislike this activity?
  - b. As a counselor, would you like to use this activity with your clients who work on their career related issues? If so, why? If not, why not?
- 4) Include the genogram/sociogram (it could be a scanned file, a photo file of hand-drawing or you can create by using a genogram software) you created.
- 5) In order to earn the highest points on this item, please see Appendix A; and make sure to meet all requirements.

### **10. Two Informational Interviews (80 points)**

Identify two professionals in the counseling field and conduct an informational interview with the each professional. Let the LYC article on [informational interviews](#) guide your interview process. Select individuals in practice areas that interest you. You can interview one professional counselor with a group of students who are interested in the same practice area. If you have troubles with findings, contacting, or scheduling with counselors, please contact me. These interviews should be conducted virtually (please use both audio and video) or phone.

#### **After interviews:**

- 1) Write a short summary for each interview. This must include the counselor's name, title, credentials, and employer and summarize the results of the interview. This means your results of interview should summarize your questions which you asked to the

interviewee and his/her responses. (e.g. Summary #1 for your interview with Ms. Gonzalez; and Summary #2 for your interview with Mr. Hernandez).

- 3) Write **ONE reflection** to your interview experiences and perspectives obtained from two interviews. Reflection should include your feelings, thoughts, and insights from your interview experiences with two professionals; whereas the summaries should provide facts -what questions you asked and how they responded to your questions. Lastly, include your response to these questions:
  - a. How did you like/dislike this activity?
  - b. As a counselor, would you like to use this activity with your clients who work on their career related issues? If so, why? If not, why not?
- 2) Thus, this *Two Informational Interviews* item includes **two separate summaries** (one for each informational interview) and **one reflection** to those interviews.
- 3) In order to earn the highest points on this item, please see Appendix A; and make sure to meet all requirements.

*These interview results also can be utilized for **Career Intervention Group Project**. This assignment is adapted from Bovard, 2006\*.*

### **11. Résumé & Feedback (40 points)** (Please see “**Resume & Cover Letter Feedback Schedule**” file for the details)

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. 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/revise your personal resume and prepare copies of your resume to share (please see “**Resume & Cover Letter Feedback Schedule**” file for the details); 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) Revise your resume based on the feedback you received. Include **1) your original resume, 2) all feedback from your group members, and 3) your revised 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 **1) your updated resume and 2) an Appendix B form completed by you**. If you would like additional feedback from me, please make a note on your updated resume requesting more detailed feedback.

Therefore, for this Resume & Critique item #11 includes the following items:

- 1) Your original resume (please mark it as original on the resume)
- 2) Appendix Bs completed by your group members and their feedback.
- 3) Your revised resume (please mark it as revised on the resume)
- 4) Appendix B completed by yourself

**12. Cover Letter (20 points)** (Please see “**Resume & Cover Letter Feedback Schedule**” file for the details)

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) Send your cover letter and the job description to 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 feedback can be written directly on the cover letter; be typed in a separate file, and/or provided by using Tacking mode on MS Word.
- 4) Update your cover letter based on the feedback you received. Include **1) job description; 2) your original cover letter; 3) all feedback from your group members; and 4) your revised final letter** for your portfolio.

**13. Mock Interview (40 points)** (Group activity; please prepare a set of interview questions and interview critique form for your partners or 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 this course, you will have an opportunity to conduct a virtual mock interview with a partner or group members. Also, you will play a role as an employer to ask candidate. Therefore, create a set of interview questions for you to ask them based on the job description of their desire positions. You may select the questions from [Potential Interview Questions](#). Let the LYC articles on [mock interviews](#) and [job interviews](#) guide your process.

After the mock interview activity, students will be asked to complete the mock interview critique form on each candidate. This will offer you additional feedback and suggestions for further improvement. After you review the mock interview critique/feedback from your group members/partners, add your reflection to the process and interviewer’s feedback. Your reflection includes your honest reflections on 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.

**Item #13 includes:**

- 1) Mock interview critique forms filled by your group members during your mock interview.
- 4) Your reflection to your experiences of participating in the mock interview. Your reflection should include your response to these questions:
  - a. How did you like/dislike this activity?
  - b. As a counselor, would you like to use this activity with your clients who work on their career related issues? If so, why? If not, why not?

**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. When you write your 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 Group Project (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 pages 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. Follow APA format including the headings suggested below (in bold) for easy and quick referencing. However, for this assignment use **single spacing**.

Also, your group will create **PowerPoint slides** to use for your 30-minute oral presentation. The presentation slides should include: 1) description of population; 2) special career-related issues; 3) career counseling intervention/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).

Your group members will post a prerecorded, 30-minute video to BB discussion board for classmates. Please read [Presenter Guide](#) in order to prepare your video presentation. You can use a recording of your PowerPoint presentation in Zoom or any other platform; or directly in PowerPoint.

- **Submit** your prerecorded session by posting it to the discussion board to BB by 5pm, Thursday 04/29/2021.
- In addition to your group's post, students are required to respond to other groups' presentations more than twice on the discussion board (Due to by 11:59PM Thursday, 04/29/2021)
- **Each student must submit** their group's informational sheet (handout) and PowerPoint slides to BB individually by 5:00PM, 04/29/2021.

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 specific issues and how they vary from the majority population (e.g., definition of this population, 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). For example, how many people estimated in this population in El Paso? Texas, or US? This section must include three resources; and cited in-text according to APA publication manual. The citations should be listed in your reference list as well.
- 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.). This section must include three resources; and cited in-text according to APA publication manual.
- 3. Career counseling interventions/activities** specifically designed for this population. Introduce three experiential activities related to career counseling interventions/activities for facilitating a special population group. The interventions/activities must be career counseling intervention/activities facilitated by a counselor during a counseling session (individual or group). The intervention/activities should be new activities that were not presented by the instructor in this course. An intervention/activity refers to a structured and directed counseling activity, intervention, or technique that can be implemented in a group/individual counseling session. Activities are not a therapy, theory, or model. This section must include three resources; and cited in-text according to APA publication manual. The citations should be listed in your reference list as well.
- 4. Summary of resources for counselors** addressing this population and how to work with them. Provide at least 3 websites, journal articles (published in the most recent five years), or other helpful resources related to counseling this group. List in APA reference format and 2-3 sentence description of each resource. This section must include three resources; and cited in-text according to APA publication manual.
- 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. This section must include three resources; and cited in-text according to APA publication manual.
- 6. Insights, advice & warnings** of working with this population. After completing your research about this special population, I consider you as an expert in this population. As an expert, what insight, advices, and warnings would you provide to a counselor who have never worked with this population, but is about to work with them. 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? Provide insight, advice and warnings that specifically apply to counselors who will work with your special population. Please exclude general advices such as “build a good rapport with clients”, which would not be a good advice because “building a good rapport with clients” apply to all counseling setting and all clients. This section also includes in-text citations according to APA publication manual.

- 7. References** not listed under your summaries of resources; include the individual(s) you interviewed here as well. In addition to the in-text citations to each section, the resources should be included in the reference list. This section must be in APA publication manual format.

### **Technology Requirements**

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, a microphone, a printer, and a scanner. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

### **Technical Problems**

Do not wait until the last minute to submit an assignment or take an exam in case you run into technical difficulties. 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.

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:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

*If you have a technical issue on BB, contact UTEP HELP DESK (Blackboard team) and forward your correspondence with them to me. If your problem stems from BB’s technical issue, you will get full points for the assignment. If the problem is on your end (such as not using suggested internet browsers and/or weak internet connection), you will get the points you earned.*

### **Course Communication**

#### **Office Hours**

We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on BB Zoom meetings during the following times:

- Thursday 02:00PM – 05:00PM and/or by appointment (Mountain Time) and/or appointment via emails
- 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 put the course number and your last name "EDPC 5320 your last name" in the subject line of any correspondence sent via email (e.g. EDPC 5320 Doe).

### **Email**

UTEP e-mail is the official communication mean in this course. Also, UTEP email is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number and your last name in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

### **Online UTEP Blackboard**

You will be automatically signed up for our course webpage on UTEP Blackboard (BB). You can access BB by logging in to [www.my.utep.edu](http://www.my.utep.edu). It is recommended that you access BB from Firefox or Chrome. Using Internet Explorer creates numerous problems in BB, such as getting kicked out during quizzes and exams, so **DO NOT USE INTERNET EXPLORER**. Once you log in on the home page, click on the BB link and look for the Lifestyle and Career Development class.

- **Announcement:** All important announcements (e.g., class meeting schedule changes, assignment due date changes, quiz schedule changes, etc.) will be posted on BB Announcement. It is the student's responsibility to check and/or retrieve announcements and course materials. Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Syllabus & More:** A copy of the syllabus & course schedule are accessible on BB. If there are any changes to the syllabus & course schedule during the semester, I will post an announcement of the change through the announcement tab and I will also post a new copy of the syllabus & course schedule that reflects these changes under the **Syllabus & More** tab. This course's meeting schedule and/or assignment deadlines are subject to change. Changes are not likely, but I do reserve the right to make changes to address the changing needs of students and the class. The changes will be announced via Blackboard Announcement. You are responsible for using the most recent version of the syllabus & course schedule. The syllabus includes a timeline of all assignments and quizzes. I strongly recommend that you save it and refer to it frequently, especially in the event that BB is down.
- **My Grades:** This is where you can keep track of your grades. I recommend that you check it frequently and notify me immediately in case there are any discrepancies. Also, most importantly, I provide my narrative feedback through My Grades. If you have a hard time locating my narrative feedback, please read [How to View Feedback on BB](#). Please note: I have had several recent experiences with Blackboard calculating grades inaccurately, so you should keep track of your grades as the semester progresses, and **contact the instructor if you see discrepancies!** Email is not a secure method of communication for grades. You need to provide written permission (via email) for me to email your grades.
- **Class:** You are responsible for reading assigned text, supplemental readings, video clips, and other resources located under the **Class** tab in Blackboard. You will need to read ahead in order to be properly prepared for course meetings, assignments, exams, and discussions. The list of readings below may change; follow the directions in Blackboard for updated readings, videos, and activities due each class.

## **Time Commitment**

Graduate students are expected to spend approximately 2 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 6 hours outside of class each week for a total of 9 hours. An official full-time graduate load is 9 credits, or a weekly time commitment of 27 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.

## **Late or Missing Assignments**

Please plan ahead and use your time management skills. Schedule for submitting each assignment is suggested and provided in the Course Schedule. 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.

## **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 and presentations. 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.

## **Netiquette**

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

## **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.

## **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 as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

All papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (7<sup>th</sup> 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 be double-spaced.

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.

**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 activities 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.

### **Accommodation Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and

504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <https://www.utep.edu/student-affairs/cass/>.

### **COVID-19 Accommodations**

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

### **COVID-19 Precautions**

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](http://screening.utep.edu). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu).

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](http://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

### **Other Course Resources**

UTEP provides a variety of student services and support:

#### **Technology Resources**

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

#### UTEP Technology Support

Monday-Friday 7:00 am - 9:00 pm

Fridays 7:00 am - 8:00 pm

Saturdays 9:00 am - 2:00 pm

Sundays 12:00 pm - 5:00 pm

In person: Closed

Tech Support: 915-747-4357 (Help)

Email: [helpdesk@utep.edu](mailto:helpdesk@utep.edu)

<https://www.utep.edu/technologysupport/>

Chat and online request services are available

Location: Library Room 300

## Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for online assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

## Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.

[Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments

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

*This syllabus is adapted from Wolf (2016).*

**Appendix A  
Career Portfolio Rubric**

<b>Requirements</b>	<b>Rarely satisfied</b>	<b>Somewhat Satisfied</b>	<b>Moderately Satisfied</b>	<b>Satisfied</b>
<b>1. Mission Statement (20p)</b>	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).
<b>2. Autobiography Introduction (40p)</b>	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).
<b>3. Accomplishment (40p)</b>	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).
<b>4. Self-Assessments (VIPS) (80p)</b>	Completes 1 of the 4 assigned assessments; and/or three or more requirements are missing (20p).	Completes 2 of the 4 assigned assessments; and/or two elements are missing (40p).	Completes 3 of the 4 assigned assessments; and/or one requirement is missing (60p).	Complete 4 of the 4 assigned assessments. Includes four results, <u>four</u> self-analyses, and a <u>reflection</u> of yours (80p).
<b>5. Brainstorm (20p)</b>	Provides a list of 1-2 interests and/or 2 career options that relate to the list of interests or combination of interests. Three or more requirements are missing (5p).	Provides a list of 3-5 interests and/or 3 career options that relate to the list of interests or combination of interests; and/or two requirements are missing (10p).	Provides a list of 6-8 interests and/or 4 career options that relate to the list of interests or combination of interests; and/or one requirement is missing (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. Include your <u>reflection</u> (20p).
<b>6. Career Exploration (20p)</b>	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 two requirements are missing (10p).	Moderately describes 3 career options listing all required information cited from 1-2 sources; and/or one requirement is missing (15p).	Effectively describes 3 career options listing all required information cited from 3 or more sources. Include your <u>reflection</u> (20p).
<b>7. Super's rainbow (20p)</b>	Identified 1-2 key roles and discussed how they interacted with each other in the reflection. Three or more requirements are missing (5p).	Identified 3 key roles and discussed how they interacted with each other in the reaction; and/or two requirements are missing (10p).	Identified 5-4 key roles and discussed how they interacted with each other in the reaction; and/or one requirement is missing (15p).	Identified 6 or more key roles and discussed how they interacted with each other in your <u>reflection</u> (20p).
<b>8. Lifeline (20p)</b>	Includes 1-2 key events and career-related decisions that affected your life experiences, choices, and themes. Three or more requirements are missing (5p).	Includes 3 key events and career-related decisions that affected your life experiences, choices, and themes; and/or two requirements are missing (10p).	Includes 5-4 key events and career-related decisions that affected your life experiences, choices, and themes; and/or one requirement is missing (15p).	Includes 6 or more key events and career-related decisions that affected your life experiences, choices, and themes in your <u>reflection</u> (20p).
<b>9. Geno/Sociogram (20p)</b>	Provides an inadequate conceptualization of family and social relationships that affect your career development. Includes 1 key people; and/or three or more requirements are missing (5p).	Provides a limited conceptualization of family and social relationships that affect your career development. Includes 2 key people; and/or two requirements are missing (10p).	Provides an adequate conceptualization of family and social relationships that affect your career development. Includes 3-4 key people; and/or one requirement is missing (15p).	Provides an effective conceptualization of family and social relationships that affect your career development (20p). Includes 5 or more key people in your <u>reflection</u> (20p.)

<b>10. Two Informational Interviews (80p)</b>	Completes only 1 informational interview. Include one summary of the result, but no reflection to the interviews (20p).	Completes 1 informational interview. Include only one summary of the results of the interview and your reaction to the interviews (40p).	Completes 2 informational interviews; and/or one requirement is missing (60p).	Completes 2 informational interviews. Include two summaries of the results of the interviews and <u>your reflection</u> to the interviews (80p).
<b>11. Resume (40p)</b>	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: original resume/cv, feedback forms for original resume/cv, revised resume, and self-completed feedback form. (20p).	Revised resume is moderately satisfied (see Appendix B). Adequate integration of feedback; and/or one requirement is missing from the following items: original resume/cv, feedback forms for original resume/cv, revised resume, and self-completed feedback form. (30p).	Revised resume is satisfied (see Appendix B). Include original resume/cv, feedback forms for original resume/cv, revised resume, and self-completed feedback form. (40p).
<b>12. Cover Letter (20p)</b>	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).
<b>13. Mock Interview (40p)</b>	Provides inconsistent or no feedback to partners during the mock interview and includes a little or no reflection to the interviewer's feedback from the mock interview (10p).	Provides minimal feedback to partners during the mock interview and includes a minimal reaction to the interviewer's feedback from the mock interview (20p).	Provides helpful feedback to partners during the mock interview and includes a basic reflection to the interviewer's feedback from the mock interview (30p).	Provides helpful feedback to partners during the mock interview and includes a thorough <u>reflection</u> to the interviewer's feedback from the mock interview (40p).
<b>14. Career Action Plan (40p)</b>	Provided Career Action Plan, but missing 3-4 elements or more (10p).	Provided Career Action Plan, but missing 1-2 element(s) (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).
<b>Total Points</b>				<b>/500</b>

## 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
<b>Overall appearance</b>	<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.
<b>Layout</b>	<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.
<b>Length</b>	<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.
<b>Action Verbs</b>	<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"
<b>Accomplishments</b>	<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.
<b>Completeness</b>	<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;

Key resume elements	Rarely Satisfied 0.5	Somewhat Satisfied 2.0	Moderately Satisfied 3.5	Satisfied 5
<b>Relevance</b>	<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.
<b>Overall pitch</b>	<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.
<b>Total Points</b>	<b>Points earned _____ points/40 points</b>			
<b>Overall comments and suggestions for improvement</b>				

**Appendix C**  
**Career Intervention Design & Presentation Rubric**

<b>Requirements</b>	<b>Rarely Satisfied 1</b>	<b>Somewhat Satisfied 4</b>	<b>Moderately Satisfied 7</b>	<b>Satisfied 10</b>
<b>Population description</b>	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.
<b>Career-related issues</b>	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.
<b>Useful activities</b>	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.
<b>Resources for counselors</b>	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.
<b>Resources for population</b>	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.
<b>Insights, advice, &amp; warnings</b>	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.
<b>References</b>	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
<b>Presentation (including PowerPoint Slides)</b>	<b>5 points</b> Provides an inadequate presentation and ONE experiential activity	<b>10 points</b> Provides an adequate presentation and ONE experiential activity	<b>15 Points</b> Provides an effective 30 minutes presentation and ONE interactive experiential activity	<b>30 points</b> Provides an excellent 30 minutes presentation, including ONE Useful Activity demonstration/role playing. This demonstration also includes a processing discussion.
<b>Excellent Presentation:</b> provides a 30 minute of presentation (including PowerPoint slides); follows the outline provided; is presented by all group members; shows presenters' understanding of topic; and demonstrates one Useful Activity and processing discussion afterward.				
<b>Total Points</b>	_____ /100 points			

**EDPC 5320 Spring 2021  
Tentative Course Schedule**

<b>Dates</b>	<b>Class Topics</b>	<b>Complete Reading Before Class</b>	<b>Quiz &amp; Assignment Due <i>Bring to Class</i></b>	<b>After Class Meeting</b>
01/21	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Career counseling and the working alliance</li> </ul>	<ul style="list-style-type: none"> <li>• S (2010) Ch 2 &amp; 4</li> </ul>		<ul style="list-style-type: none"> <li>• Complete <b>Autobiography Introduction to your portfolio AND the discussion board on BB.</b></li> <li>• Complete <b>Accomplishment to your portfolio (not to BB)</b></li> </ul>
01/28	<ul style="list-style-type: none"> <li>• CH 2. Trait and Factor Theory</li> <li>• CH 4. Work Adjustment Theory</li> </ul>	<ul style="list-style-type: none"> <li>• S (2010) Ch 2 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz 1 by 11:59 pm Wednesday 01/27/2021</b></li> <li>• Bring the results of 1) four self-assessments VIPS and 2) Self-Assessments Analyses</li> </ul>	<ul style="list-style-type: none"> <li>• Submit <b>1) four self-assessment VIPS and 2) Self-Assessment Analyses to your portfolio (not to BB)</b></li> </ul>
02/04	<ul style="list-style-type: none"> <li>• CH 5. Holland's Theory</li> <li>• CH 6. Myers-Briggs Type Theory</li> </ul>	<ul style="list-style-type: none"> <li>• S (2010) Ch 5 &amp; 6</li> </ul>	<ul style="list-style-type: none"> <li>• Bring the results of 1) four self-assessments VIPS and 2) Self-Assessments Analyses (including a reflection)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and submit <b>1) Career Exploration and 2) Brainstorm to your portfolio (not to BB)</b></li> </ul>
02/11	<ul style="list-style-type: none"> <li>• CH 7,8,9, &amp; 10 Super Life Span, Life Space Theory</li> <li>• CH 7. Gottfredson's Theory of Circumscriptions, Compromise, and Self-Creation</li> </ul>	<ul style="list-style-type: none"> <li>• S (2010) Ch 7,8,9, &amp; 10</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz 2 by 11:59 pm Wednesday 02/10/2021</b></li> </ul>	<ul style="list-style-type: none"> <li>• Complete &amp; submit <b>Super's rainbow to your portfolio (not to BB)</b></li> </ul>
02/18	<ul style="list-style-type: none"> <li>• CH 11. Constructivist and Narrative Approaches <ul style="list-style-type: none"> <li>– Cochran's Narrative (p.299)</li> <li>– Savickas' Career Construction Theory (p.307)</li> </ul> </li> <li>• CH 12. Relational Approach to Career Development</li> <li>• Roe's Personality Development Theory (p.328)</li> </ul>	<ul style="list-style-type: none"> <li>• S (2010) Ch 11 &amp; 12</li> <li>• LYC articles on <a href="#">lifelines</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz 3 by 11:59 pm Wednesday 02/17/2021</b></li> </ul>	<ul style="list-style-type: none"> <li>• Complete &amp; submit <b>Lifeline to your portfolio (not to BB)</b></li> </ul>
02/25	<ul style="list-style-type: none"> <li>• CH 13. Krumboltz's Social Learning Theory <ul style="list-style-type: none"> <li>– Happenstance Learning Theory (p.364)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• S (2010) Ch 13</li> <li>• LYC articles on <a href="#">family and social influencers</a></li> </ul>		<ul style="list-style-type: none"> <li>• Complete &amp; submit <b>Genogram/ Sociogram to your portfolio (not to BB)</b></li> </ul>
03/04	<ul style="list-style-type: none"> <li>• CH 14. Social Cognitive Theory</li> <li>• CH.15 Career Decision-Making Approaches (CH 15) <ul style="list-style-type: none"> <li>– Descriptive: Bloch and Richmond's &amp; Miller-Tiedeman's</li> <li>– Cognitive Information Processing Theory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• S (2010) Ch 14 &amp; 15</li> </ul>		<ul style="list-style-type: none"> <li>• Prepare to bring <b>1) a job description</b> for your desirable job; <b>2) Resume/CV</b> and <b>3) Cover letter</b> to next class</li> </ul>

Dates	Class Topics	Complete Reading Before Class	Quiz & Assignment Due <i>Bring to Class</i>	After Class Meeting
03/11	• <b>Online Midterm</b>			• Complete the course reading for next class and prepare to share your <b>1) job description</b> for your desirable job; <b>2) Resume/CV</b> and <b>3) Cover letter</b> with your group members. Email them to your group members by 4:00PM Thursday 03/25/2021.
03/18	• <b>Spring Break</b> (No Class Meeting)			
03/25	• Occupational information and resources, job search strategies, Resumes/CVs,	<ul style="list-style-type: none"> <li>• H&amp;C (2010) Ch 1,2,&amp; 3</li> <li>• Isaacs, K. <a href="#">Resume critique checklist</a>,</li> <li>• Review <a href="#">Appendix B</a></li> </ul>	• <b>Quiz 4 by 11:59 pm Wednesday 03/24/2021</b>	<ul style="list-style-type: none"> <li>• Provide your feedback to the group members' original work by 11:59PM Sunday 03/28/2021.</li> <li>• Update your Resume/CV &amp; Cover letter based on the lecture &amp; feedback.</li> </ul>
04/01	• Resume/CV & cover letters	<ul style="list-style-type: none"> <li>• H&amp;C (2010) Ch 1,2,&amp; 3</li> <li>• Isaacs, K. <a href="#">Resume critique checklist</a>,</li> <li>• Review <a href="#">Appendix B</a></li> </ul>	• Bring hard copies of <b>UPDATED 1) a job description</b> for your desirable job; <b>2) Resume/CV</b> and <b>3) Cover letter for your mock interview</b>	<ul style="list-style-type: none"> <li>• Prepare to bring a set of interview questions to next class</li> <li>• Submit each version of your resumes/CVs and cover letters with feedback <b><u>to your portfolio (not to BB)</u></b></li> </ul>
04/08	• Diversity & Special Populations /Group Project Work <i>(No Class Meeting; but Group Meeting)</i>			
04/15	<ul style="list-style-type: none"> <li>• Interviews/Mock-interviews</li> <li>• Networking and thriving in your career</li> </ul>	<ul style="list-style-type: none"> <li>• H&amp;C (2010) Ch 4,5, 6, 7, &amp; 8</li> <li>• Gottschalk, M. (2015). <a href="#">The vital importance of being honest in the workplace</a>. LinkedIn.</li> <li>• LYC articles on <a href="#">mock interviews</a> and <a href="#">job interviews</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Quiz 5 by 11:59 pm Wednesday 04/14/2021</b></li> <li>• Bring hard copies of 1) a job description; 2) your revised Resume/CV &amp; blank feedback form (Appendix B); 3) a set of interview questions; 4) <a href="#">mock interview critique form</a> for your group members; and 5) a photo</li> </ul>	
04/22	<ul style="list-style-type: none"> <li>• Group work for mock interviews</li> <li>• Diversity &amp; Special Populations /Group Project Work <i>(No Class Meeting; but Group Meeting)</i></li> </ul>			• Complete your reaction to the process or interviewer's feedback on Mock Interview; and submit <b><u>to your portfolio (not to BB)</u></b>
04/29	<ul style="list-style-type: none"> <li>• Diversity &amp; Special Populations</li> <li>• <b>Career Intervention Presentations</b></li> </ul>		• <b>Submit your group presentation recording to BB by 5pm</b>	
05/06	• Portfolio		• <b>Submit your Portfolio to BB by 11:59PM 05/06/2021</b>	
05/13	• <b>Online Final Exam</b>			

\* This course schedule is subject to change.