
COUN 6400 Career Development
Department of Clinical Mental Health Counseling
University of North Georgia
Spring 2015
Mondays 4:05 pm – 6:45 pm

Instructor: P. Clay Rowell, PhD, NCC, LPC, CPCS
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Office hours: Mondays (Clinic) 10:00 am to 12:00 pm; Tuesdays 10:00 am to 12:00 pm
Video Chat: By appointment

COURSE DESCRIPTION

This course is a survey of career development theories and counseling with an emphasis on multi-cultural diversity issues affecting career counseling, research relevant to career counseling, and ethical and legal issues. Co-requisite: COUN 6410

Co-requisite for 60 Semester Hour Program Students: COUN 6410 (COUN 6410—Career Development Lab—must be taken concurrently with this course. Both this course and the lab must be passed; otherwise both this course and the lab must be repeated.)

COURSE DESIGN

This course will utilize a flipped classroom model. The main idea is that what is traditionally done in class and what is traditionally done for homework will be switched, or flipped. Each week, for homework, students will watch and listen to lectures. Those lectures will provide the theoretical framework for each week's class content. During class time, we will engage in hands-on, authentic learning experiences.

The flipped classroom is really a cycle of learning model, having been derived from actual learning theories. Furthermore, research supports this model with evidence of more engagement and more retention from students. The primary learning modality during class time will be experiential. Class discussions, demonstrations, video reviews, and practice sessions will be supplemented by brief lectures.

OBJECTIVES

The objectives in this course will follow the learning standards set forth by CACREP (2009) and the Career Counseling Competencies outlined by the National Career Development Association (NCDA: 2009).

- Students will learn career development theories and decision-making models.
(CACREP II.G.4.a)
- Students will learn career, avocational, educational, occupational and labor market information resources, and career information systems
(CACREP II.G.4.b)
- Students will learn career development program planning, organization, implementation, administration, and evaluation
(CACREP II.G.4.c)
- Students will learn interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development
(CACREP II.G.4.d)
- Students will learn career and educational planning, placement, follow-up, and evaluation (CACREP II.G.4.e)
- Students will learn assessment instruments and techniques relevant to career planning and decision making (CACREP II.G.4.f)
- Students will be able to describe career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
(CACREP II.G.4.g)
- [National Career Development Association Career Counseling Competencies](#)
- [National Career Development Association Career Counselor Assessment and Evaluation Competencies](#)
- [National Career Development Association Multicultural Career Counseling Competencies](#)
- Students will be exposed to all of these objectives through a multicultural lens.

Students will learn these objectives through reading, in-class instruction, asynchronous online lectures, case studies, video & live demonstrations, discussion boards, online exams, small group work, & clinical practice.

READINGS

Brown, S. D., & Lent R. W. (2013). *Career development and counseling: Putting theory and research to work*. Hoboken, NJ: Wiley.

Blustein, D. L. (2006). *The psychology of working: A new perspective for career development, counseling, & public policy*. Mahwah, NJ: Erlbaum.

Additional readings, as noted on syllabus, will be available on D2L. It is possible that further readings, as topics “emerge” in class, will be assigned and will be made available through D2L or other electronic media.

COURSE REQUIREMENTS

1. Class Participation and Attendance..... (See “Evaluation” section)

Graduate learning is a co-constructed experience. Attendance and active participation of each student contributes to the learning experiences of all students, thus peer engagement and feedback are essential aspects of this class. Class participation includes active attention to the social climate that will facilitate learning for all.

Please turn cell phones to vibrate mode. In the event of emergencies, please notify the instructor of the need to remain in communication with individuals outside the class to minimize disruption to other students; use of vibrate modes in cases of emergency is highly recommended.

Your participation will not be evaluated in terms of how much you talk or what you choose to reveal; however, keep in mind that it is difficult, if not hypocritical, to expect your clients to do things that you are unwilling to do yourself.

2. Homework

Each week students will read assigned chapters or articles and view Voicethread presentations prior to coming to class. The readings & Voicethreads will provide students with the theoretical concepts that we will explore further during class time.

Think and Reflect! After reading, and after watching the Voicethreads, students should take time to reflect. Deeper learning comes from this reflection process (see # 1 from “Getting the Most from this Course” below). **After reflecting, students should post a question or comment to an appropriate slide on the Voicethread presentation.** These questions/comments will lead to more focused dialogue during class.

3. Career/Life Space Planning Program (CACREP II.G.4.c; II.G.4.d)

This project will be conducted in small groups. Students will choose a specific population (e.g., listed below) and conduct a literature review to examine the career needs of that population. Students will then give a presentation to the class utilizing the following outline:

- a. Description of the population
- b. Needs
- c. Theoretical Conceptualization
- d. Proposed Program

Potential populations to study

- Single parents
- Displaced homemakers
- The working poor
- Welfare-to-work clients
- Displaced workers

- The homeless population
- Older workers
- Offenders and ex-offenders
- Veterans
- People with chemical dependency
- The newly immigrated
- The differently abled
- LGBT clients

4. Book Club (CACREP II.G.4.a; II.G.4.d; II.G.4.g)

Selected chapters from the book *The Psychology of Working* will be read throughout the semester. During assigned weeks throughout the semester, a particular amount of class time will be used to discuss the current reading in a book club format. Students will be evaluated on insightful participation and thoughtful preparation for discussions. If you do not actively participate during a book club discussion, I will have to assume that you did not read/prepare.

5. Counseling Demonstration Analyses (CACREP II.G.4.d; II.G.4.e; II.G.4.f)

Several times throughout the semester, the instructor will demonstrate the concepts we are covering in class. Each demonstration will be video recorded. The recordings will be uploaded to our D2L site. Students will analyze each video based on directions given by the instructor.

6. Assessment and Treatment Plan (CACREP II.G.4.a; II.G.4.e; II.G.4.f)

Using the information obtained from the standardized and non-standardized assessments (i.e., the Strong Interest Inventory, the Myers-Briggs Type Indicator, the Life Values Inventory and the CCI), and the COUN 6410 process, write a formal assessment and treatment for your client from the lab. Discuss and integrate the results of assessments. Conceptualize yourself from two (2) theories (One traditional and one contemporary). Discuss at least one goal for each theory, with subsequent objectives, and suggested interventions for yourself. Use Liptak Chapter 3 for guidelines. (7-10 pages, APA style).

7. Final Examination (CACREP II.G.4.a; CACREP II.G.4.b; II.G.4.c; II.G.4.d; II.G.4.e; II.G.4.f; II.G.4.g)

The final will include short answer format questions based on class content and readings and will be administered through D2L. Because class meetings tend to be process-oriented, past students have occasionally not taken the examinations seriously and, as a result, have performed poorly. You are responsible for all content in the readings and class meetings.

EVALUATION

Homework	Professional Responsibility **
Class Attendance and Participation	Professional Responsibility **
Counseling Demonstration Analyses (4 @ 10 pts. each)	40 points
Book Club	90 points
Career/Life Space Program Planning	100 points
Assessment & Treatment Plan	100 points
Final Examination	100 points

90% - 100% = A

80% - 89%	=	B
75% - 79%	=	C
70% - 74%	=	D
Below 70%	=	F

** These items are considered mandatory and are not graded in the traditional sense by assigning points. However, the instructor retains the right to decrease a student's total points if students are excessively absent from class, do not participate in class, or are not prepared for class through readings and homework.

GETTING THE MOST FROM THIS CLASS

1. **Contemplate:** Give yourself time to contemplate important concepts during and after reading, and following each class meeting. Strive to apply or at least think of how the concepts apply to you or to life and humanity, as you understand it. After each meeting, make and organize your notes from the topics of that day.
2. Come to class with an open frame of mind and be willing to take risks in thought, action, and self-expression for the purpose of your learning and self-development. This course is meant to be a beginning of your understanding of counseling skills. You are not expected to have previous counseling experience or knowledge. Don't let yourself be intimidated (there will be no stupid questions or comments, as long as your heart/intent is in the right place). I hope, you will challenge your fears and push yourself to active participation in an attempt to make yourself the best tool that you can be for your clients in therapeutic relationships.
3. Of course, you are expected to attend every class meeting, unless there is a valid emergency or seemingly unavoidable reason to miss. Missing classes will cause you to fall behind and leave gaps in your learning and development. We will have some skills practice in nearly every class.
4. **Respect confidentiality.** Active involvement in the class meetings and activities entails a level of personal self-disclosure. Because of the nature of the vulnerability inherent in this, and the trust and openness required, it is extremely important that confidentiality be maintained. Revealing any personal information about classmates, gained from class meetings or activities, is a breach of confidentiality. Additionally, for that reason, class meetings may not be recorded. This level of respect for confidentiality is required for class discussions as well as self-reflective journaling and skill practice.
5. Most of all give it your all, **immerse yourself** in this study, enjoy and be passionate in your learning. My main hope is that you will be well pleased with how much you will challenge yourself and how much you learn, and that you will be well pleased with the excellent counselor you move to become.
6. Don't allow yourself to get behind in your reading and study. The topics of the course should build, with each week's topics growing logically from the previous weeks' topics. It will be difficult to catch up if you are behind.

PROFESSIONAL BEHAVIOR

Potential counseling effectiveness cannot be assessed in the same manner as academic performance in typical college classes. Students must communicate effectively, be open-minded, tolerate ambiguity, exhibit a high degree of patience, acceptance of diversity, and demonstrate emotional stability and self-acceptance. Counseling faculty at UNG will evaluate student's professional and personal aptitude at the end of every Fall and Spring terms. Students are required to meet with their advisor to discuss the outcome of the evaluations. This process is designed to enhance communication and mentoring within the program.

Students are expected to be able to adhere to the following professional performance criteria:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

COURSE POLICIES

1. **Attendance** (Face-to-Face Courses)

Students are expected and encouraged to attend class on time and for each session. In the event that a conflict arises and you will be unable to attend class (i.e., funerals, weddings, illness, work), students must notify the professor in advance (when possible) regarding a missing class. All absences and tardiness will result in deduction of points for participation. Entering the class more than 20 minutes late is equivalent to a missed class. The instructor will allow one absence and for every absence after, 5 percentage points will be deducted from the final grade. **The instructor will drop any student absent for more than 2 days from the class roster.** This is in accordance with UNG student class attendance policy.

2. **Late Papers/Assignments**

Students are expected to complete assignments by the beginning of class time on the due date noted on the schedule located in the syllabus unless otherwise noted by the professor. Failure to turn in an assignment on time will result in a 20% deduction for each 24-hour period in which the assignment is late. Therefore, if allowed to submit a late assignment, the student will receive no credit for any assignment after 5 days past the due date.

3. **Decorum**

The discipline of counseling focuses on the great diversity of human social behavior, and that diversity will challenge anyone's preconceptions, including the instructor's. We will pursue knowledge of this diversity in a spirit of open-mindedness. The professor reserves the right to ask any individual(s) to leave the class if decorum is not respected, which will result in an absence.

Any rude or disruptive behaviors (such as sleeping, talking when the Instructor or other classmates are talking, reading non-classroom related materials, making derogatory or sarcastic statements of any kind, consistently arriving to class late and/or leaving early, etc.) will not be tolerated under any circumstances. **If you exhibit any of these behaviors I will ask you to leave class for the day. If the behavior continues I will withdraw you from the course. If I withdraw you from the course after the "midpoint" of the semester you will receive a grade of "F".**

4. **Technology Usage**

Cell phones should be set to vibrate mode. Talking on cell phones or texting during class is not permitted. In fact, it's rude and disrupts the learning environment. If you are expecting an emergency phone call during class time, please let the instructor and classmates know before class begins.

Computer notebooks, tablets, and netbooks can only be used to access D2L (for Powerpoints, assignments, etc.), to take notes, or to search for information relevant to the current dialogue in class. Use the class time to unplug yourself from other aspects in your lives, so that you may concentrate fully on learning and developing as professional counselors. The instructor will ask you to exit the classroom or close your computer if you are visiting sites not relevant to the current class (e.g., Facebook, email, Twitter, etc.).

5. Disability Statement

University of North Georgia (UNG) is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of UNG reasonably ensure that a person with a disability is not, on the basis of that disability, denied full and equal access to and the enjoyment of academic programs and co-curricular activities or otherwise subjected to discrimination in such programs and activities.

The policies for access by individuals with disabilities at UNG are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. If you believe that you have a disability requiring an accommodation, reasonable prior notice needs to be given to the instructor and the Office of Student Disability Resources. In this case, contact the coordinator of Student Disability Services at Stewart Student Success Center, 867-2782. Approval of reasonable accommodations will be made promptly on a case-by-case basis.

6. Academic Integrity Policy

All students are required to adhere to the UNG Honor Code. There are no exceptions to this policy, including claims of ignorance.

UNG Honor Code: "On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do."

Suspected violations of the Academic Integrity policy should be referred by students to the instructor. If the instructor concludes that a violation of the Academic Integrity policy has occurred, the instructor will either (1) penalize the student and file an incident report with the Academic Integrity Council or (2) refer the matter directly to the Academic Integrity Council. If the instructor files an incident report, the instructor will review the completed report with the student and will request that the student sign the report to indicate that he or she is aware of the contents of the report.

7. Plagiarism and Turnitin.com

Students agree that by taking this course all required papers might be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

8. Technological Problems

“Technological problems” will not be acceptable as an excuse for late or incomplete work, unless documentation can be provided that extreme technological circumstances completely prevented the ability for the work to be completed. Therefore, it will be important for students to take the following steps: (a) ensure that work is not put off until the very last minute, such that if a system problem were to occur for only a short period of time right before the deadline for completing an assignment, it would not prevent the successful completion

of an assignment, (b) be alert for campus-wide communications from IT that indicate that D2L will be unavailable for certain periods of time, and (c) ensure that you have access to a computer that supports all D2L functions that are being used for the course.

9. Official UNG Student E-mail Policy

Upon admission to the University of North Georgia, each student is provided with a student e-mail account. Student e-mail is the official channel of communication between the University and its students. It is the responsibility of the student to periodically monitor his/her student e-mail account and be aware of the information sent by the University. Lack of knowledge that results from failure to monitor University e-mail communications will not excuse students from complying with University policies, procedures and/or deadlines and will not be considered grounds for appeal for relief from those policies, procedures and deadlines.

10. Class Evaluations

Class evaluations at UNG are conducted on-line through Banner. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week.

Anticipate Schedule of Classes

(Subject to Change)

Date	Topic	Readings/Assignments
1/5	Creating Our Learning Community Work and Mental Health Career Exploration vs. Holistic Counseling NCDA Career Counseling Competencies	
1/12	The role of work in people's lives The case for a holistic approach	Brown & Lent Chapter 1 Guindon & Giordano Chapter 14
1/19	MLK DAY (No Class)	
CAREER THEORIES		
1/26	Person-Environment Fit Theories Developmental Theories <i>Book Club 1</i>	Brown & Lent Chapters 3 & 4 <i>Blustein Forward, Preface, & Chapter 1</i> *Brown & Lent Chapter 2*
2/2	Social Learning Theories Chaos Theory of Careers Cognitive Information Processing <i>Book Club 2</i>	Brown & Lent Chapter 5 Peterson et al. Chapter 6 <i>Blustein Chapter 2</i> *Sharf Chapter 13* *Bright & Pryor*
2/9	Career Construction Theory Integrative Life Planning Planned Happenstance <i>Book Club 3</i> Demonstration	Brown & Lent Chapter 6 Hansen, S. S. <i>Blustein Chapter 3</i>
CAREER COUNSELING		
2/16	Career Exploration Process Life Adjustment & Planning (Holistic Counseling) Career Counseling Ethics <i>Book Club 4</i>	Andersen & Vandehey Chapter 8 Zunker Chapter 4 <i>Blustein Chapter 4</i> Demonstration Analysis Due
2/23	Career Assessment <i>Book Club 5</i> Demonstration	Brown & Lent Chapters 14 & 15 <i>Blustein Chapter 5</i>
3/2	Career Assessment Using Occupational Information <i>Book Club 6</i>	Brown & Lent Chapters 16 & 17 <i>Blustein Chapter 6</i> *Brown & Lent Chapter 18* Demonstration Analysis Due

3/9	Presentations Demonstration	*Amundson, Harris-Bowlsbey, & Niles Chapter 9*
3/16	SPRING BREAK (No Class)	
DIVERSITY & SOCIAL ISSUES IN CAREER DEVELOPMENT		
3/23	Gender Influences The Cycle of Oppression	Brown & Lent Chapters 7 & 10 Demonstration Analysis Due
3/30	Race/Ethnicity & Social Class Influences <i>Book Club 7</i> Demonstration	Brown & Lent Chapters 8 & 9 <i>Blustein Chapter 8</i>
4/6	Career Development of People with Disabilities Vocational Rehabilitation <i>Book Club 8</i>	Brown & Lent Chapter 13 <i>Blustein Chapter 9</i> *Stauffer, Capuzzi, & Olsheski Chapter 15* Demonstration Analysis Due
COTEMPORARY LIFE SPACE ISSUES		
4/13	Counseling Adults in Career Transition Career Work with Clients with Addictions <i>Book Club 9</i>	Brown & Lent Chapter 23 Wood Chapter 17 <i>Blustein Chapter 10</i> Demonstration Analysis Due
4/20	Spirituality and Work Career Development of Children & Adolescents	Richmond Chapter 10 Brown & Lent Chapter 19 Assessment Due Final Exam Available on D2L
4/27	Final Exam	Final Exam Due on D2L

National Career Development Association

Minimum Competencies for Multicultural Career Counseling and Development (This document replaces the 1997 Career Counseling Competencies) *Approved by the NCDA Board – August 2009*

Introduction

The purpose of the multicultural career counseling and development competencies is to ensure that all individuals practicing in, or training for practice in, the career counseling and development field are aware of the expectation that we, as professionals, will practice in ways that promote the career development and functioning of individuals of all backgrounds. Promotion and advocacy of career development for individuals is ensured regardless of age, culture, mental/physical ability, ethnicity, race, nationality, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, military or civilian status, language preference, socioeconomic status, any other characteristics not specifically relevant to job performance, in accordance with NCDA and ACA policy. Further, they will provide guidance to those in the career counseling and development field regarding appropriate practice with regard to clients of a different background than their own. Finally, implementation of these competencies for the field should provide the public with the assurance that they can expect career counseling and development professionals to function in a manner that facilitates their career development, regardless of the client's/student's background.

If you believe that you need assistance with performing at these minimum levels, or would like to further develop your skills in these areas, please visit the NCDA website www.ncda.org for contact information regarding sources for increasing your competence in dealing with individuals with different cultural backgrounds than yourself.

For those seeking a designation of competency, NCDA offers the Master Career Counselor and Master Career Development Professional Special Memberships. Visit www.ncda.org for more information.

The multicultural career professional:

CAREER DEVELOPMENT THEORY:

- understands the strengths and limitations of career theory and utilizes theories that are appropriate for the population being served.

Individual and Group Counseling Skills:

- is aware of his/her own cultural beliefs and assumptions and incorporates that awareness into his/her decision-making about interactions with clients/students and other career professionals.
- continues to develop his/her individual and group counseling skills in order to enhance his/her ability to respond appropriately to individuals from diverse populations.
- is cognizant when working with groups of the group demographics and monitors these to ensure appropriate respect and confidentiality is maintained.

Individual/Group Assessment:

- understands the psychometric properties of the assessments he/she is using in order to effectively select and administer assessments, and interpret and use results with the appropriate limitations and cautions.

Information, Resources, & Technology:

- regularly evaluates the information, resources, and use of technology to determine that these tools are sensitive to the needs of diverse populations amending and/or individualizing for each client as required.
- provides resources in multiple formats to ensure that clients/students are able to benefit from needed information.
- provides targeted and sensitive support for clients/students in using the information, resources, and technology.

Program Promotion, Management and Implementation:

- incorporates appropriate guidelines, research, and experience in developing, implementing, and managing programs and services for diverse populations.
- utilizes the principles of program evaluation to design and obtain feedback from relevant stakeholders in the continuous improvement of programs and services, paying special attention to feedback regarding specific needs of the population being served.
- applies his/her knowledge of multicultural issues in dealings with other professionals and trainees to ensure the creation of a culturally-sensitive environment for all clients.

Coaching, Consultation, and Performance Improvement:

- engages in coaching, consultation, and performance improvement activities with appropriate training and incorporates knowledge of multicultural attitudes, beliefs, skills and values.
- seeks awareness and understanding about how to best match diverse clients/students with suitably culturally sensitive employers.

Supervision:

- gains knowledge of and engages in evidence-based supervision, pursues educational and training activities on a regular and ongoing basis inclusive of both counseling and supervision topics. Further, is aware of his/her limitations, cultural biases and personal values and seeks professional consultative assistance as necessary.
- infuses multicultural/diversity contexts into his/her training and supervision practices, makes supervisees aware of the ethical standards and responsibilities of the profession, and trains supervisees to develop relevant multicultural knowledge and skills.

Ethical/Legal Issues:

- continuously updates his/her knowledge of multicultural and diversity issues and research and applies new knowledge as required.
- employs his/her knowledge and experience of multicultural ethical and legal issues within a professional framework to enhance the functioning of his/her organization and the image of the profession.
- uses supervision and professional consultations effectively when faced with an ethical or legal issue related to diversity, to ensure he/she provides high-quality services for every client/student.

Research/Evaluation:

- designs and implements culturally appropriate research studies with regards to research design, instrument selection, and other pertinent population-specific issues.

*NCDA Headquarters
305 N. Beech Circle
Broken Arrow, OK 74012
918/663-7060 Toll-free 866-FOR-NCDA
Fax: 918/663-7058
www.ncda.org*

Other Readings of Interest

- Blustein, D.L, Kenna, A. C., Gill, N. & DeVoy, J. (2008). The psychology of working: A new framework for counseling practice and public policy. *The Career Development Quarterly*, 56 (4), 294-308.
- Gore, Jr., P.A., Leuwerke, C & Krumboltz, J.D. (2002). Technologically enriched and boundaryless lives: Time for a paradigm upgrade. *Counseling Psychologist*, 30, (6), p. 847-857.
- Hansen, L.S. (2001). Integrating work, family, and community through holistic life planning. *The CareerDevelopment Quarterly*, 49 (3), 261-274.
- Harris-Bowlsbey, J. & Sampson, J. P. (2005). Use of technology in delivering career services worldwide. *The Career Development Quarterly*, 54 (1), pp. 48-56.
- Kinjerski, V. & Skrypnek, B. J. (2008). Four paths to spirit at work: Journeys of personal meaning, fulfillment, well-being, and transcendence through work. *The Career Development Quarterly*, 56 (4), 319-329.
- McMahon, M. L. & Watson, M. B. (2008). Systemic influences on career development: Assisting clients to tell their career stories. *The Career Development Quarterly*, 56 (3), 280-288.
- Mitchell, K. E., Levin, A.S. & Krumboltz, J.D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling and Development*, 77 (2), 115 –125.
- Savickas, M., Nota, L., Rossier, J., Dauwalder, J., Duarte, M., Guichard, J., et al. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, doi:10.1016/j.jvb.2009.04.004.
- Young, R. A., Marshall, S. K. & Valach, L. (2007). Making career theories more culturally sensitive: Implications for counseling. *The Career Development Quarterly*, 56(1), 4-18.



THE UNIVERSITY OF NORTH GEORGIA
College of Health Sciences & Professions
Department of Clinical Mental Health Counseling

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University of North Georgia
Spring 2015
Mondays 2:40 – 3:55

Instructor: P. Clay Rowell, PhD, NCC, LPC, CPCS
email: clay.rowell@ung.edu
Phone: (706) 867-3258
Office: 225 Barnes Hall
Office hours: Mondays 10:00 am to 12:00 pm; Tuesdays 10:00 am to 12:00 am
Video Chat: By appointment

COURSE DESCRIPTION

This lab is taken in conjunction with COUN 6400: Career Development. Students will have the opportunity to conduct counseling sessions with a focus on work-related issues. Also, this lab will allow students to practice administering and interpreting career assessments and interest inventories.

Co-requisite: COUN 6400 (COUN 6400—Career Development—must be taken concurrently with this course. Both this lab and the course must be passed; otherwise both this course *and* the lab must be repeated.)

OBJECTIVES

Objectives for this lab follow the NCDA Multicultural Career Counseling Competencies (MCCC) & the NCDA Career Counselor Assessment and Evaluation Competencies (CCAEC).

1. Demonstrate skill in choosing career assessment strategies (CCAEC 1)
2. Demonstrate skill in interpreting and reporting assessment results (CCAEC 4)
3. Demonstrate skill in using assessment results to help clients make decisions (CCAEC 5)
4. Demonstrate ability to incorporate work and other life role concerns into the counseling process (MCCC 2.b)

LAB REQUIREMENTS

1. Students will conduct four (4) counseling sessions with a classmate.
 - a. Things incorporated into the counseling process
 - i. Rapport-building; exploration
 - ii. Career Construction Interview
 - iii. Strong Interest Inventory
 - iv. Life Values Inventory
 - v. Action Plan
 - b. *Leeway is given, and encouraged, to students using other techniques creatively during the process (e.g., daydream journal, ecomap, MBTI, etc.)*
2. All sessions will be recorded using the Total Counseling software in the CMHC lab.
3. Students will review their recordings and complete SOAP notes after each session.
4. Students will give feedback to their classmates in two ways:
 - a. During the counseling process, each student will act as an observer. When in the observer role, students will take notes about what they witness in the practice session. Students will be provided specific instructions/templates from which to guide the process of note taking. Notes will be taken using the CMHC program's Echo Smartpens. The conjoined session audio and written notes will be uploaded to the professor's Livescribe account to be shared with the student who was practicing her/his counseling.
 - b. Feedback also will be from the student's classmate that acts as the client. This will occur at the end of the counseling process (i.e., after the 4th session).

PROFESSIONAL BEHAVIOR

Potential counseling effectiveness cannot be assessed in the same manner as academic performance in typical college classes. Students must communicate effectively, be open-minded, tolerate ambiguity, exhibit a high degree of patience, acceptance of diversity, and demonstrate emotional stability and self-acceptance. Counseling faculty at UNG will evaluate student's professional and personal aptitude at the end of every Fall and Spring terms. Students are required to meet with their advisor to discuss the outcome of the evaluations. This process is designed enhance communication and mentoring within the program

Students are expected to be able to adhere to the following professional performance criteria:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

COURSE POLICIES

1. Attendance

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2. Late Papers/Assignments

Students are expected to complete assignments by the beginning of class time on the due date noted on the schedule located in the syllabus unless otherwise noted by the professor. Failure to turn in an assignment on time will result in a 20% deduction for each 24-hour period in which the assignment is late. Therefore, if allowed to submit a late assignment, the student will receive no credit for any assignment after 5 days past the due date.

3. Decorum

The discipline of counseling focuses on the great diversity of human social behavior, and that diversity will challenge anyone's preconceptions, including the instructor's. We will pursue knowledge of this diversity in a spirit of open-mindedness. The professor reserves the right to ask any individual(s) to leave the class if decorum is not respected, which will result in an absence.

Any rude or disruptive behaviors (such as sleeping, talking when the Instructor or other classmates are talking, reading non-classroom related materials, making derogatory or sarcastic statements of any kind, consistently arriving to class late and/or leaving early, etc.) will not be tolerated under any circumstances. If you exhibit any of these behaviors I will ask you to leave class for the day. If the behavior continues I will withdraw you from

the course. If I withdraw you from the course after the “midpoint” of the semester you will receive a grade of “F”.

4. Technology Usage

Cell phones should be set to vibrate mode. Talking on cell phones or texting during class is not permitted. In fact, it’s rude and disrupts the learning environment. If you are expecting an emergency phone call during class time, please let the instructor and classmates know before class begins.

Computer notebooks, tablets, and netbooks can only be used to access D2L (for Powerpoints, assignments, etc.), to take notes, or to search for information relevant to the current dialogue in class. Use the class time to unplug yourself from other aspects in your lives, so that you may concentrate fully on learning and developing as professional counselors. The instructor will ask you to exit the classroom or close your computer if you are visiting sites not relevant to the current class (e.g., Facebook, email, Twitter, etc.).

5. Disability Statement

University of North Georgia (UNG) is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of UNG reasonably ensure that a person with a disability is not, on the basis of that disability, denied full and equal access to and the enjoyment of academic programs and co-curricular activities or otherwise subjected to discrimination in such programs and activities.

The policies for access by individuals with disabilities at UNG are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. If you believe that you have a disability requiring an accommodation, reasonable prior notice needs to be given to the instructor and the Office of Student Disability Resources. In this case, contact the coordinator of Student Disability Services at 122 Barnes Hall, 867-2782. Approval of reasonable accommodations will be made promptly on a case-by-case basis.

6. Academic Integrity Policy

All students are required to adhere to the UNG Honor Code. There are no exceptions to this policy, including claims of ignorance.

UNG Honor Code: "On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do."

Suspected violations of the Academic Integrity policy should be referred by students to the instructor. If the instructor concludes that a violation of the Academic Integrity policy has occurred, the instructor will either (1) penalize the student and file an incident report

with the Academic Integrity Council or (2) refer the matter directly to the Academic Integrity Council. If the instructor files an incident report, the instructor will review the completed report with the student and will request that the student sign the report to indicate that he or she is aware of the contents of the report.

7. Plagiarism and Turnitin.com

Students agree that by taking this course all required papers might be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

8. Technological Problems

“Technological problems” will not be acceptable as an excuse for late or incomplete work, unless documentation can be provided that extreme technological circumstances completely prevented the ability for the work to be completed. Therefore, it will be important for students to take the following steps: (a) ensure that work is not put off until the very last minute, such that if a system problem were to occur for only a short period of time right before the deadline for completing an assignment, it would not prevent the successful completion of an assignment, (b) be alert for campus-wide communications from IT that indicate that D2L will be unavailable for certain periods of time, and (c) ensure that you have access to a computer that supports all D2L functions that are being used for the course.

9. Official UNG Student E-mail Policy

Upon admission to the University of North Georgia, each student is provided with a student e-mail account. Student e-mail is the official channel of communication between the University and its students. It is the responsibility of the student to periodically monitor his/her student e-mail account and be aware of the information sent by the University. Lack of knowledge that results from failure to monitor University e-mail communications will not excuse students from complying with University policies, procedures and/or deadlines and will not be considered grounds for appeal for relief from those policies, procedures and deadlines.

10. Class Evaluations

Class evaluations at UNG are conducted on-line through Banner. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week.

Anticipate Schedule of Labs
(Subject to Change)

Date	Activity
2/9	Orientation to Lab
2/16	Session 1
2/23	Review & Critique 1
3/2	Session 2
3/9	Review & Critique 2
3/16	Spring Break (No Lab)
3/23	Session 3
3/30	Review & Critique 3
4/6	Session 4
4/13	Review & Critique 4