# LIBERTY UNIVERSITY

Online · School of Behavioral Sciences · Counselor Education & Family Studies

# Career Development and Counseling

## COUC-522

Fall D 2019   Section D55   10/21/2019 to 12/13/2019   Modified 10/17/2019

## 👤 Contact Information

See detailed faculty information in Blackboard.

## 🖥 Course Description

This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career development and career decision-making and such factors as faith, values, personality, family, socio-economic status, leisure, individual interests and abilities, and other life roles.

**Requisites**

  **Prerequisites**

  (COUC 502, 504, and 505) and (COUC 501 or COSC 501) and (COUC 510 or COSC 505)

## ◎ Rationale

Considering that most people spend a large portion of their lives selecting and filling work roles, clients often have a need for career counseling at some point, regardless of the clinical settings. Therefore, counselors must be able to facilitate clients' career development over the various stages of their lives. In this process, counselors must be able to: help clients 1) gain knowledge of self and the world of work; 2) explore faith, values, and salient life roles; and 3) how these factors interact with their career identity through the process of career identity development.

*Method of Instruction:* This 8 week course is delivered in an online format, with *Blackboard®* as the primary instructional delivery method. Students complete one module per week over the duration of the course.

## 📊 Measurable Learning Outcomes

Upon successful completion of this course, the student will be able to:

A. Describe and apply the various career development theories and decision-making models to career counseling clients.

B. Analyze and apply the various resources for career, avocational, educational, occupational, and labor market information, including visual and print media, computer-based career information systems, and other career information systems to career counseling clients.

C. Identify the process of career development program planning, organization, implementation, administration, and evaluation.

  D.   D.   Identify and apply the interrelationships among and between work, family, and other life roles, including the role of multicultural issues in career development to career counseling clients.
      E.   Describe career and educational planning, placement, follow-up, and evaluation.

F. Evaluate, administer, and interpret some of the assessment instruments and techniques that are relevant to career planning and

decision making.

G. Describe and apply career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

H. Describe the Christian perspectives of work and the concept of calling.

**Common Core Courses Matrix of Student Competencies**

| F1. Professional Counseling Orientation And Ethical Practice | |
|---|---|
| **CACREP Standard** | **Course/Experience – Learning Experience** |
| F.1.a.  history and philosophy of the counseling profession and its specialty areas | Quiz 1, 2 (Ch. 1, 8) |
| F.1.b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation | Quiz 8 (Ch. 14) |
| F.1.d. the role and process of the professional counselor advocating on behalf of the profession | Quiz 4, 8 (Ch. 4, 14) |
| F.1.e.  advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients | Quiz 4, 8 (Ch. 4, 14) |
| F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. | Quiz 8 (Ch. 14) |
| F.1.h.  current labor market information relevant to opportunities for practice within the counseling profession | Quiz 5 (Ch. 6), Career Exploration Paper, |
| F.1.i.  ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | Quizzes 6, 8 (Ch. 14, 15); Spiritual Discernment Paper |
| F.1.j. technology's impact on the counseling profession | Quiz 5 (Ch. 7), |
| F.1.k. strategies for personal and professional self-evaluation and implications for practice | Spiritual Discernment Paper, - |
| F.2  Social and Cultural Diversity | |
| F.2.a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally | Quiz 4 (Ch. 4); Spiritual Discernment Paper,  Career Counseling – Quiz 4 (Ch. 4), |

| | |
|---|---|
| F.2.c. ŧ multicultural counseling competencies | Quiz 4 (Ch. 4), Spiritual Discernment Paper, |
| F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others | Spiritual Discernment Paper |
| F.2.e. the effects of power and privilege for counselors and clients | Quiz 4 (Ch.4); |
| F.2.f. help-seeking behaviors of diverse clients | Quiz 4 (Ch.4) |
| F. 2.g. the impact of spiritual beliefs on clients' and counselors' worldviews | Spiritual Discernment Paper |
| F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | Quiz (Ch. 4); |
| *F.3 Human Growth & Development* | |
| F.3.a. theories of individual and family development across the life span | Quizzes (Ch. 2-3). |
| F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions | see Quizzes 7, 8 (Ch. 10-13) |
| F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan | see Quizzes 7, 8 (Ch. 10-13). Note: Career development is a major way of facilitating optimum development over the life-span. |
| *F 4 Career Development* | |
| F.4.a. theories and models of career development, counseling, and decision making | Quizzes 2, 3, 4 (Ch. 2-3); Discussion Board Forum 2; Who am I? Paper; Spiritual Discernment Paper |
| F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors | Quizzes 1-3 (Ch. 1, 2, 3, 8); O*NET & Values Sort; Who am I? Paper; Career Exploration Paper, Discussion Board Forum 1, 2; Spiritual Discernment Paper. |
| F.4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems | Quiz 5 (Ch. 6, 7); O*NET Assessment; Career Scavenger Hunt; Career Exploration Paper; Resume Critique (Group Discussion Board) |
| F.4.d. approaches for assessing the conditions of the work environment on clients' life experiences | Quizzes 1-4 (Ch. 1-4); Career Scavenger Hunt; Career Exploration Paper |

| | |
|---|---|
| F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development | Quizzes 1-3, 5, 6 (Ch. 1, 2, 3, 5, 7-9); O*NET Assessment; Values Sort; Who am I? Paper; Career Exploration Paper; Spiritual Discernment Paper. |
| F.4.f. strategies for career development program planning, organization, implementation, administration, and evaluation | Quizzes 7-8 (Ch. 10-14) |
| F.4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy | Quizzes 1, 4, 8 (Ch. 1, 4, 14); Discussion Board Forum 1 |
| F.4.h. strategies for facilitating client skill development for career, educational, and life- work planning and management | Quizzes 2, 6-8 (Ch. 8-14); ; Discussion Board Forum 1-3 |
| F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making | Quizzes 1, 2 (Ch. 1, 8); O*NET Assessment; Values Sort; Who am I? Paper. |
| F.4.j. ethical and culturally relevant strategies for addressing career development | Quizzes 4, 6 (Ch. 4, 15); Spiritual Discernment Paper; Discussion Board Forum 1, 3; Spirtual Discernment Paper |
| *F.5 Counseling and Helping Relationships* | |
| F.5.a. theories and models of counseling | Quizzes 2-4 (Ch. 2, 3) |
| F.5.e. the impact of technology on the counseling process | Quiz (Ch. 7) |
| F.5.f. counselor characteristics and behaviors that influence the counseling process | Quiz (Ch. 8), Spiritual Discernment Paper. |
| *F.7 Assessment and Testing* | |
| F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling | Quizzes 1 (Ch. 1) |
| F.7. f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments | Quizzes (Ch. 5, 7); Spiritual Discernment Paper, Career Assessment |
| F.7.j. use of environmental assessments and systematic behavioral observations | Quizzes (Ch. 5, 7); Spiritual Discernment Paper, Career Assessment |

| F.7.k. use of symptoms checklist, and personal and psychological testing | Quizzes (Ch. 5, 7); Spiritual Discernment Paper, Career Assessment; Who am I Paper; Assessment (O*NET Interest Inventory) |
|---|---|
| F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results | Quizzes (Ch. 4, 6-8, 10-14) Spiritual Discernment Paper, Who am I Paper |

**Evidence of Student Competencies: Clinical Mental Health Counseling**

| CACREP Standard | Course/Experience – Learning Experience |
|---|---|
| **CMHC FOUNDATIONS** | |
| CMHC 1.a. history and development of clinical mental health counseling | Quiz (Ch. 1) |
| CMHC 1.b. theories and models related to clinical mental health counseling, | Quiz 2-4 (Ch. 2, 3) |

# 📖 Course Resources

**Prerequisites**

(COUC 502, 504, and 505) and (COUC 501 or COSC 501) and (COUC 510 or COSC 505)

**Required Resource Purchases**

Niles, S. G., & Harris-Bowlsbey, J. (2017). *Career development interventions* (5th ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-428630-3.

**LiveText**

Students, please note: This resource is ONLY for M.Ed. in School Counseling students (not for M.A. in Marriage and Family Therapy students or MA in Clinical Mental Health Counseling). Live Text is a one-time purchase. If you have previously purchased this membership for another course or sub-term, there is no need to purchase this again.

**Tevera**

Students please note: This resource is ONLY for online M.A. in Clinical Mental Health Counseling students (not for M.Ed. School Counseling, or Marriage and Family Therapy students). Tevera is a one-time purchase. If you have previously purchased this membership for another course or sub-term, there is no need to purchase this again.

You will activate the code when you get Blackboard Access approximately four days before the start of the sub-term you are registered.

*Disclaimer: The above resources provide information consistent with that required by state licensing boards in the class subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these resources.*

**Recommended Resource**

American Psychological Association. *Publication Manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

**Additional Materials for Learning**

    A. Computer with basic audio/video output equipment
    B. Internet access (broadband recommended)
    C. Blackboard recommended browsers (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support)
    D. Microsoft Office

# ☷ Course Assignments

## Textbook readings and lecture presentations

## Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

## Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the forums are designed to develop the student's critical thinking skills and to stimulate class discussion on relevant topics related to career counseling. As such, the student will be graded on his/her ability to analyze course material and communicate it in a succinct and cogent manner. For each Discussion Board Forum, the student will submit 1 thread of 200–250 words and at least 1 reply of 200–250 words to a classmate's thread. Each thread must include at least 1 citation in current APA format.

## Group Discussion Board Forum

The purpose of this assignment is for the student to design, submit, and critique résumés. For this collaborative discussion board, the student will compose his/her own résumé and attach the résumé as a Microsoft Word document to the Group Discussion Board Forum thread. The student will then review at least 2 students' résumés and provide feedback based on the instructions found in the Group Discussion Board Forum.

## Spiritual Discernment in Counseling Paper (ASSESSMENT BENCHMARK)

The purpose of this assignment is to familiarize the student with the various views of vocational decision making and the will of God that are advocated in Christian circles today. The student will read a provided article, write an 8–10-page paper in current APA format responding to the article, and incorporate at least 3 scholarly resources in addition to the provided article. This assignment will be submitted via Blackboard and LiveText/Tevera.

## Career Inventory (2)

The student will complete 2 Career Inventories. The results will be used in the career development portion of the Who Am I Paper and the Career Exploration Paper.

## Who Am I Paper (ASSESSMENT BENCHMARK)

The purpose of this assignment is to summarize career assessment results and interpret them as part of the career counseling and planning cycle. The student will complete 2 self-assessments for this assignment and then write a 4–6-page response in current APA format.

## Career Scavenger Hunt

The student will have the opportunity to explore counseling resources in this assignment. The student will respond to a set of questions based on his/her research of each resource.

## Career Exploration Paper (ASSESSMENT BENCHMARK)

The purpose of this assignment is to help the student develop a better understanding of the complexities of the career counseling and planning process and to complete his/her individual career counseling and planning cycle. Additionally, the student will apply a counseling theory to his/her own career development and decision-making process. The student will write a 4–6-page paper in

current APA format, incorporating at least 2 scholarly references in addition to the provided O*Net web resource.

## Quizzes (8)

The student will complete the assigned quiz after reading the Reading & Study materials in each module/week. Each quiz is open-book/open-notes, contains 10 multiple-choice questions, has a time limit of 20 minutes, and is similar to the content found on state licensure examinations.

# ✔ Course Grading

| | |
|---|---|
| Course Requirements Checklist | 10 |
| Discussion Board Forums (4 at 80 pts ea) | 320 |
| Group Discussion Board Forum | 80 |
| Spiritual Discernment in Counseling Paper* | 100 |
| Career Inventory (2 at 0 pts ea) | 0 |
| Who Am I Paper* | 100 |
| Career Scavenger Hunt | 100 |
| Career Exploration Paper* | 100 |
| Quizzes (8 at 25 pts ea) | 200 |
| Total | 1010 |

*(ASSESSMENT BENCHMARK)

# ✱ Course Policies

**LiveText Submission Policy**

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

**Tevera Submission Policy (CMHC students only)**

All Tevera assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to Tevera in order for the student to receive credit for them.

**Professional Communication**

Please be professional in your email communication. We live in a fast-paced world with text messaging which encourages short and abbreviated communication. However, since you are in a counseling program, you are encouraged and expected to use full sentences and good grammar when communicating with other students and faculty. It is also an expectation that your electronic communication is pleasing to God. Being courteous and polite to peers and professors demonstrates dignity and respect, "And as you wish that others would do to you, do so to them" (Luke 6:31, ESV).

**Dual Relationship**

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in his/her community.

**Limits of Confidentiality**

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

# 🏛 Policies

## Late Assignment Policy

Course Assignments, including discussion boards, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Group projects, including group discussion board threads and/or replies, and assignments will not be accepted after the due date.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

## Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations.  Such accommodations require appropriate documentation of your condition.   For more information about ODAS and the accommodations process, including how to request an accommodation, please visit https://www.liberty.edu/odas/.  Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu.  Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy (https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) or the Student Disability Grievance Policy and Procedures (http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf).

## Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion board posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the attendance policy can be found in the Academic Course Catalogs. Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion board post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are

encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" (Failure for Non-Attendance (https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the withdrawal policy.

## Grading Scale

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
|---|----|----|----|----|----|----|----|----|----|----|---|
| 940-1010 | 920-939 | 900-919 | 860-899 | 840-859 | 820-839 | 780-819 | 760-779 | 740-759 | 700-739 | 680-699 | 679 and below |

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

## Add/Drop Policy

The full policy statement and procedures are published in the Policy Directory (https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes).

## Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at https://www.liberty.edu/studentaffairs/index.cfm?PID=38141.

# 📅 Schedule

**COUC 522**

Textbook: Niles & Harris-Bowlsbey, *Career Development Interventionsin the 21st Century* (2017).

| Module/Week | Reading & Study | Assignments | Points |
|---|---|---|---|
| 1 | Niles & Harris-Bowlsbey: ch. 1<br><br>2 presentations | Course Requirements Checklist<br><br>Class Introductions<br><br>Quiz 1 | 10<br><br>0<br><br>25 |

| | | | |
|---|---|---|---|
| 2 | Niles & Harris-Bowlsbey: pp. 31–63, ch. 8 3 presentations 1 article 1 website | DB Forum 1 Spiritual Discernment in Counseling Paper Quiz 2 | 80 100 25 |
| 3 | Niles & Harris-Bowlsbey: pp. 63–83, ch. 5 2 presentations 2 websites | DB Forum 2 Career Inventory Quiz 3 | 80 0 25 |
| 4 | Niles & Harris-Bowlsbey: pp. 84–96, ch. 4 1 presentation 1 website | Who Am I Paper Quiz 4 | 100 25 |
| 5 | Niles & Harris-Bowlsbey: chs. 6–7 2 presentations 2 websites | Career Scavenger Hunt Quiz 5 | 100 25 |
| 6 | Niles & Harris-Bowlsbey: chs. 9, 15 2 presentations | Group DB Forum Quiz 6 | 80 25 |
| 7 | Niles & Harris-Bowlsbey: chs. 10–12 2 presentations 1 website | DB Forum 3 Career Exploration Paper Quiz 7 | 80 100 25 |
| 8 | Niles & Harris-Bowlsbey: chs. 13–14 1 presentation 1 website | DB Forum 4 Quiz 8 | 80 25 |
| Total | | | 1010 |

DB = Discussion Board

**NOTE**: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The

final module/week ends at 11:59 p.m. (ET) on **Friday**.