**Introduction to Career Counseling**

**EPCE 5355**

**3 Credit Hours**

**Summer 2020**

**Instructor:** Nicole Noble, Ph.D.

# Office Address: 218

**Phone**: (806) 834-7629

**Email Address:** [nicole.noble@ttu.edu](mailto:nicole.noble@ttu.edu)

**Office Hours: Tuesdays & Thursdays from 1:00pm-2:00pm Through Zoom and by Appointment**

**Zoom Meetings Held: June 2, June 4, June 9, June 11, June 16, June 18, June 23, June 25, & June 30**

**Meeting Password: officehour**

**Link to Join:** <https://us02web.zoom.us/j/81955248380?pwd=Qi9Jb0tOYzdrR25oY09JV1pLNjZhdz09>

**Meeting Time/Place:** Distance, Blackboard

1. **Course Goals**:

* Provides graduate students with basic skills in planning, organizing, implementing, administering, and evaluating career counseling services to clients.
* Disseminates knowledge of major career theorists, theories, and decision making models.
* Incorporates knowledge of career components with the *ASCA National Model*.
* Familiarizes students with occupational labor market information, avocational choices, and major career assessments.
* Provide techniques for implementing the career element within a comprehensive guidance program, college/university educational setting, or community agency including planning, placement, follow-up, and evaluation.
* Provides the opportunity to enhance technological and presentation skills through knowledge and use of career counseling websites and university resources.
* Students should become aware of personal lifestyles and roles including multicultural issues that impede or enhance career counseling.

**II. Conceptual Framework**

The conceptual framework encompasses the college’s [nine initiatives for change](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/Big%209%20Overview/Hovey%20wordsmithing%20of%20Ridley's%20022312%20revisions.docx). The essence of the framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four major thrusts: 1) transforming educator/counselor preparation, 2) transforming client/university partnerships, 3) transforming educational research; and 4) transforming reward systems. All components are interrelated.

**A. NCATE Transformation**

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University is responding by transforming its programs to meet those demands. A basic part of this transformation is rethinking how education and helping professionals are prepared. Becoming counselors and counselor educators means we must rethink how we advocate, disseminate knowledge, and conduct research. Doing so will transform Texas Tech counselor preparation programs from maintainers of the status quo to innovative leaders preparing counselors to meet the academic and economic challenges of the 21st Century. As such, this course takes into account both NCATE and CACREP accreditation standards.

“Leading a Revolution in American Education” is more than a theme; it captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
* You will learn what is valued by employers and counseling professionals. State and national standards (i.e. *ASCA National Model*, advocacy competencies, codes of ethics), CACREP accreditation standards, professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
* Instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling.
* You will learn to use technology in innovative ways.
* Career counseling techniques are an integral part of this course, and you will be learning specific techniques that improve counseling skills and affect outcomes of future clients/students.
* This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.

**B. Trademark Outcomes**

Trademark Outcomes for both the Master’s degree in School counseling and the Master’s degree in Mental Health Counseling listed as follows:

**1) Trademark Outcomes:**

* **MEd – School Counseling**

Implement the ASCA National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.

* **MEd – Clinical Mental Health Counseling**

Create, implement and evaluate the impact of treatment plans and programs that serve the needs of the clients, communities, and agencies where our graduates are employed.

**2). Distinctive Assessments for Master’s Programs**

The Career assessment autobiography paper serves as the A & E for both the School Counseling and Clinical Mental Health Counseling programs. The paper requires students tie theoretical concepts to their own personal life events and describe demonstrate how their personal career development can be related to career theory. Since school counselors must have a thorough understanding of career theory in order to apply this to effective implementation of the *ASCA National Model* in Phase 3, the A & E sets the stage for this future application. This A & E is a direct prerequisite to the End of Phase 1 Assessment in that a thorough understanding of career theory is an integral part of family systems, issues, and the family relationship. Clinical Mental Health counselors must have a thorough understanding of career theory in order to apply principles in client treatment plans during Phase 3. As a result, this A & E is part of the foundation for writing an effective treatment plan. This A & E is a direct prerequisite to the End of Phase 1 Assessment in that thorough understanding of career theory is an integral part of family systems, issues, and the family relationship that all lead to a holistic conception of a family case. A mean score of 3 is required to pass this assessment and move to the next phase.

**3) Incorporation of Application & Evaluation (A&E) activities:**

This course, EPCE 5355 (Introduction to Career Counseling), is a Phase 1 course. A Phase 1 course is a course in which students learn the theory and applications required to understand the subject.

**4) Counselor Education Technology Competencies**

Specific technology courses covered in this course include:

1 Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.

2 Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.

5 Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.

7 Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

9 Be able to access and use counseling-related research databases.

**5) CACREP Standards**

CACREP standards are imbedded within the course and can be viewed at . <http://www.cacrep.org/wp-content/uploads/2012/10/2016-Standards-with-Glossary.pdf>

Specific standards taught in this course are listed as follows:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

COUNSELING CURRICULUM

4. CAREER DEVELOPMENT

2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession

2.F.4.a. theories and models of career development, counseling, and decision making

2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

2.F.4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

2.F.4.d. approaches for assessing the conditions of the work environment on clients’ life experiences

2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

2.F.4.f. strategies for career development program planning, organization, implementation, administration, and evaluation

2.F.4.g. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy

2.F.4.h. strategies for facilitating client skill development for career, educational, and life-work planning and management

2.F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

2.F.4.j. ethical and culturally relevant strategies for addressing career development

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

G. SCHOOL COUNSELING

5.G.2.c. school counselor roles in relation to college and career readiness

5.G.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

5.G.3.e. use of developmentally appropriate career counseling interventions and assessments

**III. Course Purpose**

This course is designed to help students gain insight and understanding of the developmental process of occupational decision-making. Career counseling as related to future education, the world of work, theories of vocational choice, competence in selection, organization, and evaluation of materials is explored.

**IV. Course Description**

This course introduces students to career theory, development and applications. It provides an overview of career theories, assessment procedures, techniques and counseling processes used with adolescents and adults in school and community settings.

**1. Prerequisites**

Admission to the counselor education program

**2. Methods of Instruction**

This course utilizes didactic teaching, group discussions, class individual and group assignments, interactive and experiential assignments, computer laboratory assignments, role plays, and student generated research presentations. Students are evaluated through examinations, written papers, attendance, and participation in the aforementioned assignments.

**V. Course Objectives/Learning Outcomes and Assessments**

|  |  |
| --- | --- |
| **Course Objectives/Learning Outcomes** | **Assessments** |
| Demonstrate understanding of career theorists, theories, and decision making models. Show knowledge of historical perspectives and evolution of career services including the *ASCA National Model* | Discussion Questions  Career Autobiography Paper  Examination |
| Demonstrate proficiency utilizing career counseling techniques. Provide career and educational planning, organization, implementation (including placement and follow up) administration, and evaluation. | Discussion Questions  Career Autobiography Paper |
| Analyze and evaluate career assessments considering population, bias, and multicultural issues. | Discussion Questions  Career Assessments |
| Research and present on a topic specific to a particular age and/or population in a global economy. Utilize current technology. | Discussion Questions |
| Distinguish between jobs, occupations, and career including interrelationships between work, family, life roles, and multicultural issues. Understanding and application of career development and decision-making theories and strategies to one’s own career development process. | Career Autobiography Paper  Examinations  Discussion Questions |
| Attain familiarity with career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information system. | Discussion Questions  Examinations |
| Engage in appropriate professional and ethical conduct. | Discussion Questions  Students will be evaluated based on ethical behavior in class (including attendance and participation); students will demonstrate knowledge of ethical decision-making through class projects and discussion questions. |

**VI. Course Requirements/Methods of Evaluation Employed**

**Assignments**

**Policy and Procedures**

**Preface**: This is a **15 week graduate level course that is condensed into 4 weeks.** The course will require an intense amount of work in a short period of time. With that in mind, I try to respond to emails as quickly as possible because I recognize you have limited time to complete your assignments. Please make sure you send messages directly to my university email address at [nicole.noble@ttu.edu](mailto:nicole.noble@ttu.edu?subject=EPCE%205355%20Career%20Counseling). Please DO NOT send messages through the Blackboard message system, because I rarely see those messages.

**Late work**: Late work will be accepted with penalty during this summer semester. The penalty for late work is outline below:

**1min-1hour late 10% deduction of the total possible points**

**1hr 1min- 12hr 20% deduction of the total possible points**

**12hr 1min-24hr 30% deduction of the total possible points**

**Over 24hours late 50% deduction of the total possible points**

**LATE SUBMISSION MUST BE EMAILED DIRECTLY TO** [**nicole.noble@ttu.edu**](mailto:nicole.noble@ttu.edu?subject=EPCE%205355%20Career%20Counseling)

**Discussions-** **80 points (8 discussions X 10 points each)**

Every week 2 initial discussion posts will be due. For each of the 8 discussions threads over the course of the semester, you will be required to submit a minimum of 2 replies to your peers’ initial discussion posts. The discussion post assignments will total 6 posts overall per week for the 4 weeks (e.g. post, reply, reply, post, reply, reply). Your initial discussion post should be a minimum of 2 paragraphs long, and your responses to your classmates should be a minimum of 1 paragraph. Replies that consist solely of a statement such as “I agree with you” will not receive full credit. Your responses should include career terminology and APA citations from your textbook and other works. Your posts should reflect graduate level writing skills.

**PLEASE REFER TO THE CLASS SCHEDULE FOR DUE DATES ON DISCUSSIONS**

Below is the rubric for your Initial Discussion Posts and your Replies

Initial Post- 2 points- Content relating to career theory, assessment, ethics, or interventions

2 point- Inclusion of terminology used in the textbook and citations

1 point- Grammar (e.g. spelling, clarity, organization, punctuation, capitalization etc.)

1 point- Posting

**6 Points**

First Reply- 1 point- Content

1 point- Grammar

**2 Points**

Second Reply- 1 point- Content

1 point- Grammar

**2 Points**

**Total Points: 10 points**

**Mid Term-50 Points**

The mid term exam will remain open until Monday, June 15th, 2020 at 5:00pm. No alternate assignments or exceptions will be made for a missed exam. You will not need to take the entire exam in one sitting. Instead, you will be able to stop and start the exam as needed until the exam closes.

**Career Interpretations-50 Points**

You will need to complete 3 career assessments online and then schedule an appointment with a Career Specialist at the Texas Tech University Career Center to have the assessments interpreted. The assessments are the: 1. Strong Interest Inventory, 2. Myers Briggs Type Indicator, and 3. StrengthsQuest. You should receive a digital copy of your STRENGTHS QUEST results immediately upon completing the assessment. Please bring your Strengthsquest results with you to your appointment. Following the interpretation of your assessments, you will receive a digital copy of your results for the STRONG & MBTI. To receive credit for the assignment, please upload your results to Blackboard. To take the assessments, you will need to create an account at the below are the links:

1. Strong Interest Inventory- [http://bit.ly/UCCSTRONG](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fbit.ly%2FUCCSTRONG&data=02%7C01%7CNicole.Noble%40ttu.edu%7C711528918aae47e785bb08d7f5c53165%7C178a51bf8b2049ffb65556245d5c173c%7C0%7C0%7C637248099587734278&sdata=SQ%2B%2Bnv73UA0OMV6aV8RE5Dc%2FTs4XmDCjbSWpH91oMqI%3D&reserved=0)
2. Myers Briggs Type Indicator- [http:/bit.ly/UCCMBTI](https://login.themyersbriggs.com/Login.aspx?ReturnUrl=%2ffedauth%2f%3fwa%3dwsignin1.0%26wtrealm%3dhttps%3a%2f%2fElevate.themyersbriggs.com%2f%26wctx%3drm%3d0%26id%3dpassive%26ru%3d%2fRespondent%2fReturningUser%3ftokenId%3dfd3cf8a7-059a-4adb-8c05-a7b1da953e01%26wct%3d2020-05-20T18%3a17%3a58Z)
3. StrengthsQuest- [www.strengthsquest.ttu.edu](http://www.depts.ttu.edu/strengthsquest/) (if you have already taken the StrengthsQuest assessment, please download your results and bring them to your appointment).

To schedule an appointment with a Career Specialist to have the assessment interpreted, please call 806-742-2210 and let them know you are completing these assessments for your Career Counseling course.

Your results are due on Blackboard by Tuesday, June 30th, 2020 at 5:00pm.

**Career Autobiography A & E-100 Points (Must be written in APA 7th or 6th Format)**

Write a paper explaining your personal career development. The paper must include three career theories covered in the course that allows you to clearly and comprehensively explain your personal career development. The paper could follow a timeline of your career development and/or share impactful life events that influenced your career. The paper must be a minimum of 5 pages in length. To receive an A on the assignment, the paper must demonstrate a thorough understanding of the career theories included and illustrate insightful reflections on your career decisions. The paper should also be grammatical correct including (verb tense, spelling, sentence structure, clarity, organization, etc.). Further, the paper should be reviewed for mechanical errors (punctuation, capitalization, etc.) and must be in APA 7th or 6th writing style format. The purpose of this paper is to assess your understanding of career theory and increase your personal awareness regarding impactful life events that influenced your career. The **EPCE 5355 Rubric Papers Rubric** found at the end of the document will be used to grade papers. Personal disclosures are not expected or evaluated.

Your Career Autobiography Paper is due Monday, June 22nd, 2020 at 5:00pm.

**Final Exam- 50 points**

The Final Exam will remain open until Wednesday, July 1st, 2020 at 5:00pm. No alternate assignments or exceptions will be made for a missed exam. You will not need to take the entire exam in one sitting. Instead, you will be able to stop and start the exam as needed until the exam closes.

**VII. Class Schedule Can be found on the Schedule link on Class Black Board Page**

|  |  |  |
| --- | --- | --- |
| **Weeks** | **Readings** | **Due Dates** |
| **WEEK 1**  **6/2 to 6/7** | Module 1: Chapter 1  Introduction to Career Development Interventions  **(2.F.4.b,d,e,g,i)**  Module 2: Chapters 2 & 3  Understanding and Applying Theories of Career Development  **(2.F.4.a,b,d,e)**  Understanding and Applying Recent Theories of Career Development  **(2.F.4.a,b,d,e)** | **Discussion post #1** –  **6/4/20 at 5:00pm**  **Reply 1 & 2**-  **6/5/20 at 5:00pm**  **Discussion post #2** –  **6/6/20 at 5:00pm**  **Reply 1 & 2**-  6/7/20 at 5:00pm |
| **WEEK 2**  **6/8 to 6/14** | Module 3: Chapters 3 & 8  Understanding and Applying Recent Theories of Career Development  **(2.F.4.a,b,d,e)**  Career Counseling Strategies and Techniques for the 21st Century  **(2.F.4.b,e,i)**  Module 4: Chapters 5 & 14  Assessment and Career Planning  **(2.F.4.e,h,I; 5.G.3.e.)**  Career Development Interventions in Community Settings  **(2.F.4.f,h)** | **Discussion post #3**–  6/9/20 at 5:00pm  **Reply 1 & 2**-  6/10/20 at 5:00pm  **Discussion post #4** –  6/11/20 at 5:00pm  **Reply 1 & 2**-  6/12/20 at 5:00pm |
| **WEEK 3**  **6/15 to 6/21** | Module 5: Chapters 10,11,12  Career Development Interventions in the Elementary Schools  **(2.F.4.f,h)**  Career Development Interventions in Middle Schools  **(2.F.4.f,h)**  Career Development Interventions in High Schools  **(2.F.4.f,h; 5.G.2.c.)**  Module 6: Chapters 4  Providing Culturally Competent Career Development Interventions  **(2.F.4.d,g,j)** | **Midterm Due –**  6/15/20 at 5:00pm  **Discussion post #5** –  6/16/20 at 5:00pm  **Reply 1 & 2**-  6/17/20 at 5:00pm  **Discussion post #6** –  6/18/20 at 5:00pm  **Reply 1 & 2**-  6/19/20 at 5:00pm |
| **WEEK 4**  **6/22 to 6/28** | Module 7: Chapters 5 & 13  Assessment and Career Planning  **(2.F.4.e)**  Career Development Interventions in Higher Education  **(2.F.4.f,h; 5.G.2.c.)**  Module 8: Chapters 6 & 7  Career Information and Resources  **(2.F.4.c)**  Using Information and Communication Technologies to Support Career Counseling and Planning  **(2.F.4.c,e)** | **Career Autobiography** –  6/22/20 at 5:00pm  **Discussion post #7** –  6/23/20 at 5:00pm  **Reply 1 & 2**-  6/24/20 at 5:00pm  **Discussion post #8** –  6/25/20 at 5:00pm  **Reply 1 & 2**-  6/26/20 at 5:00pm |
| **WEEK 5**  **6/29 to 7/3** |  | **Career Assessment Results –**  6/30/20 at 5:00pm    **Final Exam –**  7/1/20 at 5:00pm |

**VIII. Required Text**

Niles, S.G., & Harris-Bowlsbey, J. (2017). *Career development interventions in the 21st Century* (5th Edition). Upper Saddle River, NJ: Pearson.

**IX. Course Policies**

1. **Attendance and absences in online classes**: Participation in this online course constitutes the participation in discussion groups that occur throughout the weeks. ONE missed discussion is treated as an absence and there is ONE allowed absence. Subsequent absences will result in a 5% reduction of the overall grade for the class.
2. **Late work**: Late work will be accepted with penalty during this summer semester. The penalty for late work is outline below:

**1min -1 hour late 10% deduction of the total possible points**

**1hr 1 min- 12hr 20% deduction of the total possible points**

**12hr 1min-24hr 30% deduction of the total possible points**

**Over 24 hours late 50% deduction of the total possible points**

**LATE SUBMISSION MUST BE EMAILED DIRECTLY TO** [**nicole.noble@ttu.edu**](mailto:nicole.noble@ttu.edu?subject=EPCE%205355%20Career%20Counseling)

1. **Online behavior**: Class discussions online are to be conducted with civility and respect for other students. Students who fail to be civil and respectful will be banned from the discussion forum and receive a 0 for the remaining assignments.

**X. Scholastic Dishonesty**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

**XI. Handicapping Conditions**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

**XII. Religious Observations**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

**XIII. ADA Compliance**

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

**XIV. Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

**XV. Title IX**

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (<http://www.depts.ttu.edu/scc/>) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>

“Confidentiality: We counselors occasionally need to explore our personal identities and experiences as they apply to our work with clients. As a professor, I work to honor student privacy at all times. There are exceptions to my ability to do so, however, including disclosures of imminent risk of harm to self or others and experiences with gender-based discrimination, sexual harassment, and sexual violence. In those cases, I may be required to share your disclosure with others. If you have any questions about this requirement, do not hesitate to ask. You can find more information about campus resources that are confidential and the university policy” link provided above (Welfare et al., 2017, p. 205).

**XVI. Classroom Civility/Etiquette**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

**XVII. Resources for Safe Campus**

Safety is important at Texas Tech. There is an Emergency system across the campus that allows contact with the Campus Police. One is on 19th Street between the Education Building and the Parking Garage. Other resources, including student safety, disability resources, student conduct, and student health services, can be found at <http://www.depts.ttu.edu/dos/bit/available-resources.php>

**XVIII. References**

**CAREER DEVELOPMENT ASSOCIATIONS**   
[National Association of Colleges and Employers (NACE)](https://www.naceweb.org/) <https://www.naceweb.org/>

[National Career Development Association (NCDA)](http://www.ncda.org) <http://www.ncda.org/>

[National Employment Counseling Association (A division of the American Counseling Association ACA)](http://www.employmentcounseling.org/) <http://www.employmentcounseling.org/>

**OCCUPATIONAL INFORMATION**

[Occupational Outlook Handbook](https://www.bls.gov/ooh/) <https://www.bls.gov/ooh/>

[O’Net Online](https://www.onetonline.org/) <https://www.onetonline.org/>

[Career Development Quarterly (professional journal)https://www.ncda.org/aws/NCDA/pt/sp/cdquarterly](https://www.ncda.org/aws/NCDA/pt/sp/cdquarterly)

[Dictionary of Occupational Titles](https://www.occupationalinfo.org/) <https://www.occupationalinfo.org/>

[Career Magazine](https://www.jobsandcareersmag.com/) <https://www.jobsandcareersmag.com/>

[Career Planner](https://www.careerplanner.com/)  <https://www.careerplanner.com/>

**JOB SEARCH SITES**   
[Best Jobs USA](http://www.bestjobsusa.com/) [www.bestjobsusa.com](http://www.bestjobsusa.com)

[Career Path](http://www.careerpath.com) [www.careerpath.com](http://www.careerpath.com)

[Nations Jobs](http://www.nationjob.com/) [www.nationjob.com](http://www.nationjob.com)

[Monster](http://www.monster.com) [www.monster.com](http://www.monster.com)

[Indeed](https://www.indeed.com/) <https://www.indeed.com/>

**COST OF LIVING INFORMATION**

Home Fair [www.homefair.com](http://www.homefair.com)

**TEXAS TECH UNIVERSITY CAREER CENTER INFORMATION**

<http://www.depts.ttu.edu/careercenter/>

806-742-2210

**SCHOOL COUNSELING CAREER RESOURCES**

<https://texasrealitycheck.com/>

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**XIX. Reform Syllabus Supplement**

**Reform Syllabus Supplement**

**Introduction to Career Counseling**

**EPCE 5355**

**Phase 1**

**A. Conceptual Framework**

The conceptual framework encompasses the college’s nine initiatives for change. The essence of the framework is captured by the challenge “Leading a Revolution in American Education.” This initiative has four major components: (1) transforming educator/counselor preparation, (2) transforming client/university partnerships, (3) transforming educational research, and (4) transforming the reward system. These components are interrelated.

**B. Course Phase**

The courses in the Counselor Education program are divided into three phases. A Phase 1 course is a course in which the focus is on the acquisition of knowledge and skills. Essentially Phase 1 courses are designed to provide the students with the knowledge base and the foundation for Phase 2 and Phase 3 courses. Phase 2 courses are designed to incorporate the knowledge and skills from the Phase 1 courses and assimilate them into practice in a classroom setting. Essentially Phase 2 classes focus on application within the classroom. In contrast, Phase 3 classes incorporate the knowledge and skills from Phase 1 classes and the simulated application from Phase 2 classes and implements them in an actual counseling setting.

Introduction to Career Counseling (EPCE 5355) is a Phase 1 class. Accordingly, students in the career counseling course will successfully:

* Write a career autobiography that correctly depicts career theory and describes it based on personal career development.

**C. Trademark Outcomes & Distinctive Skills**

This course serves both the Clinical Mental Health Counseling program and the School Counseling program and will contribute to students’ achievement of program goals in the following manner.

***Trademark Outcomes for Clinical Mental Health Counseling***

The Trademark Outcomes (TOs) for the Clinical Mental Health Counseling program are:

Students will create and implement treatment plans and programs to serve the needs of clients, communities, and agencies.

*Distinctive Skills*

The distinctive skills for the Clinical Mental Health Counseling program are:

* Students will develop and conduct a needs assessment (pre and post measures of mental health gains) to identify programs needed for their work settings.
* Students will develop and deliver treatment plans that address clients’ individual needs.
* Students will apply effective use of appropriate counseling techniques in congruence with client needs.

*Course Alignment with Skills & Outcome*

The Clinical Mental Health Counseling program has been designed to accomplish the above three interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* Apply career theory to personal career development as a prerequisite to developing a holistic treatment plan model in Phase 3 courses.
* Using the career techniques acquired in this Phase 1 course, students will discuss career techniques that relate to personal career development.
* ***Trademark Outcome for School Counseling***

The Trademark Outcome (TO) for the School Counseling program is: students will implement the American School Counselor Association (ASCA) National Model.

*Distinctive Skills*

The distinctive skills are:

* Students apply effective use of counseling techniques per the “Responsive Services” component of the ASCA National Model.
* Students demonstrate effective interaction skills to stakeholders in schools and disseminate information to stakeholders in schools while implementing components of the ASCA National Model.

*Course Alignment with Skills & Outcome*

The School Counseling program has been designed to accomplish the above two interrelated skills. Accordingly, the following distinctive skills are incorporated into this course:

* Apply career techniques that are needed to fully implement the ASCA National Model to personal career development.
* Using the ASCA National Model’s career development domain, students will explain career development theory and detail its importance in personal career success.

**D. Alignment of Course Assessment with End-of-Phase Assessment**

This course’s assessment is a written autobiography detailing career theory and personal development as evidenced by passing scores based on a rubric. The above assignment aligns with the MEd – School Counseling Product in that career development theory and skills are required as a foundation for application of the ASCA National Model and treatment plans. This aligns with the End-of-Phase Assessment requiring implementation of this model and treatment plan.

**E. Apply and Evaluation (A & E)**

The activity and evaluation (A & E) for the career counseling class is a homework assignment. This assignment requires students to analyze and apply career theory within personal career development. This aligns with the MEd – School Counseling Product whereby school counselors must be able to understand student career development as an embedded component of the *ASCA National Model*. Since career development is a portion of a client’s treatment plan, this A & E also aligns with the MEd- Clinical Mental Health Counseling Product.

**XX. Rubric**

**EPCE 5355**

**Papers Rubric**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rater:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| **Sub-skill** | **Beginning**  **1** | **Basic**  **2** | **Proficient**  **3** | **Advanced**  **4** | **Exceptional**  **5** | **Score** |
| **Integration of Knowledge** | The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways | The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways | The paper incorporated knowledge from the literature in relevant and meaningful ways | The paper effectively incorporated knowledge from the literature in relevant and meaningful ways | The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways |  |
| **Organization and Presentation** | The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow | The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow |  |
| **Focus** | The paper’s topic lacked focus and a clear direction | The paper’s topic had occasional focus, direction, and purpose | The paper’s topic had focus and clarity of direction and purpose | The paper’s topic had effective focus and clarity of direction and purpose | The paper’s topic had very effective focus and clarity of direction and purpose |  |
| **Level of Coverage** | The paper lacked depth, elaboration, and relevant material | The paper occasionally included depth, elaboration, and relevant material | The paper included depth, elaboration, and relevant material | The paper effectively included depth, elaboration, and relevant material | The paper very effectively included depth, elaboration, and relevant material |  |
| **Grammar/**  **Spelling** | The paper contained numerous errors of grammar and spelling | The paper contained some errors of grammar and spelling | The paper contained very few errors of grammar and spelling | The paper contained only one or two errors of grammar and spelling | The paper contained no errors of grammar and spelling |  |
| **Sub-skill** | **Beginning**  **1** | **Basic**  **2** | **Proficient**  **3** | **Advanced**  **4** | **Exceptional**  **5** | **Score** |
| **References and Sources** | The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity | The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility | The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites |  |
| **APA Style** | The paper did not use APA style | The paper was partly based on APA style | The paper was mostly based on APA style | The paper was based on APA style with only a few exceptions | The paper was completely and accurately based on APA style |  |
| **Total Score** |  |  |  |  |  |  |
| **Mean Score** |  |  |  |  |  |  |

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_