# USU

# Career Development: PSYCHOLOGY 6260

# Online, Summer Semester 2018 (May 7 through August 10)

**Instructor:** Kathryn S. Bitner, PhD **Phone:** (801) 803-3113

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**Course Overview (Content Area):** Career Development is a two credit graduate-level course intended for students who plan to license for and enter the field of professional school counseling. The course is based on essential knowledge and skills as established by the Utah State University School Counseling Program based on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards (2016), the Utah College & Career Readiness School Counseling Program (2016), and the Praxis Crosswalk. Specifically, the course will provide students with a developmental overview of child and adolescent career growth from a multisystemic approach. It is designed to link development theory to practical, applicable school counselor interventions through curriculum integration, direct services, and stakeholder engagement.

**Prerequisites:** Students are expected to be admitted into the school counseling program or received department permission.

**Course Objectives (Knowledge & Skill Outcomes):** This course provides instruction aimed at developing an understanding of career development school counselor skills and knowledge including:

1. Theories and models of career development, counseling, and decision making

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

3. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

4. Approaches for assessing the conditions of the work environment on clients' life experiences

5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

6. Strategies for career development program planning, organization, implementation, administration, and evaluation

7. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

8. Strategies for facilitating client skill development for career, educational, and lifework planning and management

9. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making

10. Ethical and culturally relevant strategies for addressing career development

11. Models of P-12 career literacy

12. Use of developmentally appropriate career literacy interventions and assessments

**Required Materials:** Curry, J., & Milsom, A. (2017) *Career and college readiness counseling in P-12 schools* (2nd ed.)*.* New York, NY: Springer Publishing Company. ISBN13: 978-0826136145. Student ordering directly from the publisher, SpringerPub,com, can receive 25% off their total purchase with student discount code: SDC25GC. Details are available on canvas.

**Accommodations**: The Americans with Disabilities Act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program.” If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (435.797.2444), preferably during the first week of the course.

## Student Expectations: For many students, this is the first online class they will take in graduate school. Online learning is inherently different from face-to-face classes. To assist students in time management and balancing personal obligations, the class has been divided into learning modules. Students are welcome to work ahead and complete the class readings and assignments early, or they are welcome to follow the structured timeline. Late assignments may not be accepted and, if accepted, will be marked down according to instructor discretion.

**Structure of the Course/Method of Instruction:** The course may include readings, audiovisual examples, online/posted class discussions, experiential exercises, written assignments and exams. The class is divided into six modules, discussions, and a final.

**Course Assignments:** Assignments are created to give students experience with career counseling and to explore their own career development. Assignments have individual assignment sheets provided in each module and are to be turned in via Canvas before the due date unless other arrangements have been made.

**• Career Autobiography (40 points):** During Module 1, students will gain an understanding of their own career development and choice by answering questions typically asked during a career counseling interview. Rather than creating a list of answers, students will write an APA style narrative (paper) to show their personal career development.

**• Personal Theory (40 points):** During Module 2, students will develop their own theory of career counseling based on the theories discussed. A three- to four-page APA style paper will summarize each student’s ideas.

**• “It’s Elementary!” (40 points):** During Module 3, students will choose to create a resource for parents and teachers or an activity for elementary students based on ideas and theory discussed in class.

**• College & Career Awareness Lessons (40 points):** School counselors provide career development lessons and activities in the classroom to help students understand the career development process. In Utah, state curriculum is provided for the 7th grade College and Career Awareness class. During Module 4, students will review this curriculum and provide feedback for lessons.

**• Website Creation (40 points):** School Counselors are expected to create and maintain their own section of a school website. During Module 5, students will research various school website and create their own counseling website.

**• Career Counseling Strategies (40 points):** There are many experiential activities to help students learn more about what careers they are interested in doing in the futures. During Module 6, students will choose three different activities (as if they were the student) to see what these activities might be like for others.

**Course Activities:** Other activities are created to enrich participation in an online class.

**• Welcome Sheet (10 points)** Students will introduce self online to instructor and class.

**• Class Lecture Activity Sheet (90 points, 15 per module):** Students will be asked to submit notes taken from lectures. Note outlines are available on Canvas.

**• Discussion Boards (60 points, 10 per module):** Each module asks students to “think outside the chapter” as they consider their own career development. Answers to module questions will be shared on a Canvas discussion board. Students are expected to post for each chapter and read others’ comments.

**• Final Exam (100):** The final exam will be questions selected from the quizzes provided in each module.

**Grading:** Total points possible for the course is 500. The following percentages will be used to determine grades:

A = 94-100%, A- = 90-93%, B+ = 87-89%, B = 84 -86%, B- = 80-83%, C+ = 77-79%, C = 74-76% and so forth.

**Class Schedule:** The modules are sequential. Students must complete one before the next module can be accessed. The class schedule is provided to pace students. Assignments are due on Monday at 8:00 am. Students may work ahead if desired.

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# Career Development: PSYCHOLOGY 6260 **CLASS SCHEDULE 2018**

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**Please note:** Due to the nature of the course, the class schedule is subject to revisions during the course of the term. Students will be notified in advance of changes.

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| Module | Class Topic  | Objectives | Assignment | Due Date |
| 1 | Introduction to Career Development  | 1, 2, 3, 5, 7 | Welcome Form | May 7 |
| Lecture/Activity Sheet, Post Discussion, Read Chapters 1-3 | May 14 |
| Write Career Autobiography, Take Quizzes 1-3 | May 21 |
| 2 | Cultural Considerations, Assessments & Curriculum Development in P-12 Career Development | 1, 3, 69, 10 | Lecture/Activity Sheet, Post Discussion, Read Chapter 4-6 | May 28 |
| Write Personal Career Theory, Take Quizzes 4-6 | June 4 |
| 3 | Career Development in Elementary School | 1, 8, 11, 12 | Lecture/Activity Sheet, Post Discussion, Read Chapters 7-9 | June 11 |
| Complete “It’s Elementary!” Assignment, Take Quizzes 7-9 | June 18 |
| 4 | Career Development in Middle School | 1,8, 11, 12 | Fill out Activity Sheet, Post Discussion, Read Chapters 10-11 | June 25 |
| Complete College & Career Awareness Lesson Activity, Take Quizzes 10-11 | July 2 |
| 5 | Career Development in High School | 1, 8, 11, 12 | Fill out Activity Sheet, Post Discussion, Read Chapters 12-14 | July 9 |
| Create Website, Take Quizzes 12-14 | July 16 |
| 6 | Career Development in Post-secondary Education | 1, 4, 8, 11, 12 | Fill out Activity Sheet, Post Discussion, Read Chapters 15 & Post-secondary Readings (provided on Canvas) | July 23 |
| Complete Career Counseling StrategiesTake Quiz 15 (includes questions from readings) | July 30 |
|  |  |  | Final | August 6 |