



Career Development: PSYCHOLOGY 6260 Online, Summer Semester 2023 (May 8) through August 11)

Instructor: Kathryn S. Bitner, PhD
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Course Description: *Career Development* is a three 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. 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. (2021) *Career and college readiness counseling in P-12 schools* (3rd ed.). New York, NY: Springer Publishing Company. ISBN 13: 978-0826136145. Additional readings/materials will be provided through Canvas.

Auto Access eBook: Career and College Readiness Counseling in P-12 Schools eBook, 3e by Curry

This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an "Auto Access Digital Materials" charge placed on your student account when you registered for the course. To access the materials, visit the Canvas course site. For more details, including dates, deadlines, and opt-out info, visit your Bookshelf in 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: 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. The learning modules are due every two weeks. A class schedule has been provided for you. Students are welcome to work ahead (to a degree -- please see class schedule) 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.

Academic Honesty: Work done for class is expected to be the individual student's own work and acknowledgment of other's work is anticipated. USU expects students to maintain the "highest standards of academic honesty." Information regarding academic honesty (including cheating, falsification, plagiarism and consequences for these actions) can be found in the general course catalog under "*The Code of Policies and Procedures for Students at Utah State University*", Article VI, Section 1 found at: <http://catalog.usu.edu/content.php?catoid=12&navoid=3140>

Structure of the Course/Method of Instruction: The course may include lecture, readings, audiovisual examples, class discussions, experiential exercises, written assignments and exams. The class is divided into nine modules 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 (50 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 (50 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.
- **Webinar/Podcast Reflection (100 points, 50 per webinar):** Modules 3 and 4 have a webinar/podcast assignment. Students will choose from the list provided the lecture that they would like to watch and write a reflection response about what they learned.*
- **"It's Elementary!" (50 points):** During Module 6, 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 (50 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 7, students will review this curriculum and provide feedback for lessons.*
- **Website Creation (50 points):** School Counselors are expected to create and maintain their own section of a school website. During Module 8, students will research various school websites and create their own counseling website.*
- **Career Counseling Strategies (50 points):** There are many experiential activities to help students learn more about what careers they are interested in doing in the future. During Module 9, students will choose three different activities (as if they were the student seeking help from a career counselor) to see what these activities might be like for others.

*These assignments may be done in a group. Please see Canvas homepage for how to sign up groups.

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

- **Welcome Form (10 points)** Students will introduce themselves online to instructor and class. Information may be shared with others. If you have personal information to share with instructor, please do so via email.
- **Class Lecture Summary Sheets (90 points, 10 per class):** Each module will have a lecture summary sheet that will assist in clarifying information based on the presented class material.
- **Discussions (125 points, 25 per discussion):** Modules ask students to "think outside the chapter" as they consider their own career development and future as school counselors. Discussions provide students time to share their ideas. Instructions are provided for discussions in modules.

Course Assessments:

- **Reading Quizzes (0 points):** Optional reading quizzes are available for modules 2-9. They are not worth points but will serve as a study guide for the final. Quizzes will only be available until the module deadline and should be used to assist in reading the text. It is not a group activity. Please do not share answers with others. Any questions on the reading quizzes should be addressed to the teaching assistant or instructor.

- **Final Exam (200):** The final exam will be questions selected from the quizzes provided in modules 2-9. The final is “open file (see quizzes). Anything you have downloaded to your “Psychology 6260” file may be used. You may not use an internet search during the final. Please do not discuss the final with anyone other than teaching assistants and/or instructor

Grading: 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.



Career Development: PSYCHOLOGY 6260 CLASS SCHEDULE Online, Summer Semester 2022 (May 9 through August 12)

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Class Schedule: Modules are sequential. Students must complete one before the next module can be accessed. The class schedule is provided to pace students; however, students may work ahead. Dates are provided below as to when the modules will open. Assignments are due on Friday at midnight as listed. **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.

Module	Date Opens	Class Topic	Objectives	Reading	Assignments	Due Date
1	May 8	Introduction to Career Development	2, 10	No readings this week.	Welcome form, Lecture summary, Career Autobiography	5/19
2	May 11	Current Issues & Theoretical Approaches	1, 11	Text chapter 1*	Personal Theory assignment, Lecture summary	5/26
3	May 15	Preparing ALL Students & Professional Preparation	6, 10, 11	Text chapter 2-3*	Lecture summary, Webinar	6/2
4	May 18	Cultural Considerations	6, 10	Text chapter 4*	Lecture summary, Webinar	6/9
5	May 22	Assessments, Evaluations & Curriculum	4, 6, 9, 10, 12	Text chapter 5-6*	Lecture summary, Mid-term discussion	6/16
6	May 29	Career Development in Elementary School	1, 3, 4, 5, 8, 12	Text chapter 7-9, ASCA readings*	Lecture summary/Discussion	6/23
		Elementary (wk 2)			"It's Elementary" assignment^	6/30
7	June 5	Career Development in Middle School	1, 3, 4, 5, 8, 12	Text chapter 10-11, ASCA readings*	Lecture summary, Discussion	7/7
		Middle School (wk 2)			College & Career Awareness^	7/14
8	June 12	Career Development in High School	1, 3, 4, 5, 8, 12	Text chapter 12-14, ASCA readings*	Lecture summary, Discussion,	7/21
		High School (wk 2)			Website assignment^	7/28
9	June 19	Career Development in Post-secondary Education	1, 3, 4, 5, 8, 12	Text chapter 15, ASCA readings*	Lecture summary, Discussion	8/4
		Post-secondary (week 2)			Career Counseling Strategies	8/11
	June 22				FINAL	August 11

*All readings have optional quiz that will make up the study guide for the final. ^ Group work option available on this assignment.