



COUN 550 Career Development and Counseling Syllabus Spring 2022

Course Information

Course Title, Number, Section Number: Career Development and Counseling, COUN 550, 001

Term & Year:

Number of Credits: 3 Credits

Course Location: Murphy Center 436

Dates & Times: Thursdays 3:00 to 6:00 PM

Instructor Information

Name:

Office:

Office Phone:

Cell Phone:

Email: <mailto:jlatten@viterbo.edu>

Instructor Preferred Method/Times for Student Contact: During the semester I am available one hour prior to class on Thursday. If this time does not work for you please contact me via email to schedule an appointment. I also have office hours on Wednesday from 2:00 PM to 3:30 PM

Course Description

The purpose of the course is to assist students with understanding the dynamics, theories, and tasks associated with career development and how it intersects with personal wellness, purpose, and life satisfaction as well as professional identity and meaning. The course also seeks to increase the knowledge and skills of counselors when addressing career decision making and life planning within the counseling relationship. **Prerequisite: none**

Methods of Instruction

This course will contain lectures, large and small group discussions, role-play demonstrations, recorded sessions, individual evaluation reviews, case analysis, and experiential activities inside and outside the classroom.

Required and Recommended Course Materials

Course Texts

Required:

- Niles, S.G and Harris-Bowlsby, J. (2022). *Career Development Interventions*. (6th ed.). Pearson. ISBN-13: 978-0-13-584263-8

Recommended:

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- American Psychological Association. (2010). *Publication Guide of the American Psychological Association* (6th ed.). Washington, DC: Author.

Program Mission

The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors who can build professional helping relationships, provide empirically supported techniques in a variety of settings and integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Course Student Learning Outcomes

Course Objectives (CACREP) As a result of successfully completing this course, the student will develop an enhanced understanding of career development across the lifespan, increase their knowledge of career counseling theories, demonstrate the use of career assessment, create a career development program, and apply career development to their own lives.

- Students will utilize theories and skills to facilitate career and life decisions
 - Explore the balance between work, wellness, and life roles
 - Discover additional resources for furthering career development
 - Employ approaches of assessment to determine work environment success
 - Identify strengths and abilities utilized to determine career growth
 - Discover strategies utilized for enhancement of career development programming and skill development.
 - Assist with engaging ethical and cultural components in career development.
 - Explore career development through gauging student skills and growth capability, utilizing developmental theory application

COUN 550 Standards/Assignment Alignment Chart

The curriculum is also designed to enhance a student's professional identity and counseling knowledge and skills. The Student Learning Outcomes for this course are aligned with CACREP standards and the WI School Counseling Program Guidelines as explicated through specific assignments as noted below.

Student Learning Outcomes	2016 CACREP Standards	Assignments/Activities
Students will utilize theories and skills to facilitate career and life decisions.	<i>2.F.4.a theories and models of career development, counseling, and decision making</i>	Course readings, Quizzes, Final Exam, and Biographical theory paper
Explore the balance between work, wellness, and life roles.	<i>2.F.4.b approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</i>	Course readings, Case studies, Assessment Paper, and Biographical theory paper
Discover additional resources for furthering career development.	<i>2.F.4.c processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems</i> <i>2.F.4.i methods of identifying and using assessment tools and techniques relevant to career planning and decision making</i> <i>5.G.2.c. school counselor roles in relation to college and career readiness</i>	Course readings, Small group activities, Final Exam, and Program Development Group Project

Employ approaches of assessment to determine work environment success.	<i>2.F.4.d approaches for assessing the conditions of the work environment on clients' life experiences</i>	Course readings, Assessment Paper and Biographical Theory Paper
Identify strengths and abilities utilized to determine career growth.	<i>2.F.4.e strategies for assessing abilities, interests, values, personality and other factors that contribute to career development</i> <i>5.G.3.e. use of developmentally appropriate career counseling interventions and assessments</i>	Class role plays, Career biography and Employment Packet
Discover strategies utilized for enhancement of career development programming and skill development..	<i>2.F.4.f strategies for career development program planning, organization, implementation, administration, and evaluation</i> <i>2.F.4.h strategies for facilitating client skill development for career, educational, and life-work planning and management</i> <i>5.G.1.c. models of P-12 comprehensive career development</i>	Course readings, Program Development Group Project Final Exam and Assessment Paper
Assist with engaging ethical and cultural components in career development.	<i>2.F.4.g strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy</i> <i>2.F.4.j ethical and culturally relevant strategies for addressing career development</i>	Course readings, case study, Program Development Group Project and Assessment Paper

Student Learning Outcomes	Standards (WI School Counseling: Licensing Program Guides)	Assignments/Activities
Explore career development through gauging student skill and growth capability, utilizing developmental theory application.	<i>6. Demonstrate an understanding of "Pk-16" career development theories, practices and programs, including the ability to facilitate student skill development.</i>	Program Development Group Project

Evaluation Method

Grading Criteria

COUN 580 Assignment Grading Criteria							
Type of Evaluation	<i>Professionalism</i>	<i>Employment Packet</i>	<i>Quizzes</i>	<i>Biographical Paper</i>	<i>Assessment Paper</i>	<i>Program development project</i>	<i>Final Exam</i>
Points	<i>10</i>	<i>20</i>	<i>60</i>	<i>35</i>	<i>25</i>	<i>50</i>	<i>50</i>

Total Points for the semester: 250 points

A = 95–100%
B = 84–88%
C = 74–78%
D = 64–68%

AB = 89–94%
BC = 79–83%
CD = 69–73%
F = <64%

Evaluation of assignments and graded activities

All students are expected to demonstrate Required Competence in order to receive credit for the course. The different levels of possible competency attainment will be assessed for this course as follows:

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Below Competence: Demonstrates an insufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course. As a mastery course, the student will be provided an opportunity (if time permitting) to resubmit prior to the end of the semester in order to minimally meet the requirements for the course assignment.

Required Competence: Demonstrates a sufficient understanding and application of the knowledge and skills outlined within the course assignment and overall purpose of the course.

Intermediate Competence: Meets the Required level of Competency, *and* demonstrates the ability to consider competing needs and opposing perspectives involved in the knowledge and skills outlined within the course assignment and overall purpose of the course. This may include the grounding of assertions and recommendations from not only course readings, but related research from the counseling literature as well. The student has demonstrated a proficiency at the level that is expected of graduate level counseling student.

Advanced Competence: Meets the Intermediate level of Competency, *and* demonstrates a depth and breadth to the knowledge and skills outlined within the course assignment and overall purpose of the course that *exceeds* expectations. This may include the grounding of assertions and recommendations from course readings, related research from the counseling literature, and an extension of the assignment relevant to the course and the professional curiosity and development of the student. The student has demonstrated a proficiency at the level that is expected of an advanced graduate level counseling student. (90-100%)

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Communication via E-mail

All course communication will occur via your university email. You are strongly encouraged to check your university email daily in order to ensure that you do not miss important correspondence. Please use my email to contact me. I will answer your email within 48 hours during the work week. Weekend correspondence may take a bit longer.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Gatekeeping

As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by insuring that all students are professionally and clinically competent. When concerns about your academic or non-academic performance are noted by instructors or supervisors, a meeting will be held with you to share concerns with you and identify ways for you to address them and demonstrate your improvement. During this meeting, a written remediation plan as per the Counseling Program Student Retention and Dismissal Policy may

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be developed. This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations. Remediation plans will be shared with the student's primary adviser, and may also be shared with supervisors and other faculty, so that together we can support and review your progress. Lack of participation in the remediation plan or failure to fully meet the expectations of the plan will result in program dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement. As a student, it is your responsibility to be aware of and follow the Counseling Program Student Retention and Dismissal Policy.

Written Assignments

Completion of written assignments should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students may submit papers electronically through Moodle or in hard copy to the instructor. Electronic papers are preferred.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. If an assignment falls into this category a student may be able to redo the assignment for partial credit.

COVID-19

Student Health: Students are expected to monitor daily their temperature and physical health. If you are feeling poorly please let me know. Students are not encouraged to come to campus when feeling unwell. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor's course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University's Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Health Services. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled,

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including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link:
<http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.