



Lincoln Memorial University

HARROGATE, TENNESSEE

VALUES • EDUCATION • SERVICE

**CG 521  
Career Counseling  
Semester**

**Course Delivery Method:** Classroom Seminar  
**Course Section:** Section  
**Meeting Time and Place:** TBD  
**Course Credit Hours:** 3 Credit Hours

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**FACULTY CONTACT INFORMATION:**

Instructor:

Phone:

Email:

Office Hours: Most always available before & after class; also as posted and by appointment as needed

Website: Course Site on Blackboard

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**COURSE and PROGRAM SPECIFIC INFORMATION**

**I. COURSE DESCRIPTION:**

This course surveys the various theories, practices, methods and processes of career development and educational planning and provides information on the interpretation and utilization of current data pertaining to career development and counseling.

**II. COURSE OBJECTIVES:**

**Course Objectives**

As a result of taking this course, the degree candidate will be able to articulate and utilize foundational knowledge related to:

- A. theories and models of career development, counseling, and decision models.
- B. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- C. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- D. approaches for assessing the conditions of the work environment on clients' life experiences
- E. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- F. strategies for career development program planning, organization, implementation, administration, and evaluation

- G. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- H. strategies for facilitating client skill development for career, educational, and life-work planning and management
- I. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- J. ethical and culturally relevant strategies for addressing career development

**Carter and Moyers School of Education, EPP Standards**

- #1. The candidate demonstrates professional dispositions by upholding the VALUES of Abraham Lincoln's life through "servant leadership" to the local and global communities--students, colleagues, school leaders, parents, community leaders, and professional associations--to support teaching and learning (VALUES & SERVICE).
- #6. The candidate demonstrates an understanding of how to create and maintain an effective classroom/school environment, engaging each student in learning content; using differentiated instruction; and creating positive social interaction, active participation, and student self-motivation (VALUES, EDUCATION, & SERVICE).
- #7. The candidate models verbal and nonverbal communication skills and uses technology, which enhances and engages students in learning and demonstrates professional competency (VALUES & EDUCATION).

**State of Tennessee PreK – 12 Professional Counseling Standards**

IE: The candidate will demonstrate an understanding of the changes in society and technology and the influence of changes on work and learning. The candidate will develop and implement a comprehensive career development program.

IF: The candidate will demonstrate the ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.

**CACREP 2016 Standards**

**Section II.F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- h. current labor market information relevant to opportunities for practice within the counseling profession

**Section II.F.4. CAREER DEVELOPMENT**

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

### III. TEXTS/MATERIALS FOR THE COURSE:

Sharf, R.S. (2013). *Applying career development theory to counseling* (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole. ISBN-13: 978-1285075440

#### Additional Readings/Knowledge Base

Bell, T. J. (2018). Career Counseling With Black Men: Applying Principles of Existential Psychotherapy. *Career Development Quarterly*, 66(2), 162–175. <https://doi-org.lmunet.idm.oclc.org/10.1002/cdq.12130>

Bolles, R. N. (2013). *What color is your parachute?: A practical manual for job-hunters and career-changers* (2014 ed.). Berkeley, CA: Ten Speed Press.

Chronister, K. M., Luginbuhl, P., Ngo, C., Downey, M. R., Wang, J., Barr, L., Aranda, C., & Harley, E. (2018). The Individual Career Counseling Needs and Experiences of Female Survivors of Partner Violence. *Journal of Employment Counseling*, 55(2), 84–94. <https://doi-org.lmunet.idm.oclc.org/10.1002/joec.12077>

Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. L. (2016). The psychology of working theory. *Journal of Counseling Psychology*, 63, 127-148. doi: 10.1037/cou0000140

Harless, A. M., & Stoltz, K. B. (2018). Integrating Narrative Approaches with Early Recollections to Provide Career Counseling With Low-SES Secondary Students. *Journal of Individual Psychology*, 74(1), 117–133.

Kinjerski, V., & Skrypnik, B. J. (2008). Four paths to spirit at work: Journeys of personal meaning, fulfillment, well-being, and transcendence through work. *The Career Development Quarterly*, 56(4), 319-329.

Liu, S., Huang, J. L., & Wang, M. (2014). Effectiveness of job search interventions: A metaanalytic review. *Psychological Bulletin*, 140, 1009-1041. doi: 10.1037/a0035923

Owens, D., Lacey, K., Rawls, G., & Holbert-Quince, J. (2010). First-generation African-American male college students: Implications for career counselors. *The Career Development Quarterly*, 58(4), 291.

Pope, M. (2001). A brief history of career counseling in the United States. *Career Development Quarterly*, 49(3), 194-211.

Rausch, M. A. (2014). Contextual Career Counseling for Transitioning Military Veterans. *Journal of Employment Counseling*, 51(2), 89–96. <https://doi-org.lmunet.idm.oclc.org/10.1002/j.2161-1920.2014.00044.x>

Reardon, R. C., & Lenz, J. G. (1999). Holland's theory and career assessment. *Journal of Vocational Behavior*, 55, 102 – 113.

Wright, S. L. (2017). Attachment and self-efficacy of career search activities: A structural model. *The Career Development Quarterly*, 65, 98-112. doi:10.1002/cdq.12085

Wright, S. L., Firsick, D. M., Kacmarski, J. A., & Jenkins-Guarnieri, M. A. (2017). Effects of attachment on coping efficacy, career decision self-efficacy, and life satisfaction. *Journal of Counseling & Development*, 95, 445-456. doi:10.1002/jcad.12159

#### IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

##### Assignment A

##### **Homework Assignments** (25 points, 5 points each)

Five early weeks of the semester there will be a Homework Assignment, presented in class, to be completed by the beginning of the next class period. Each homework assignment will be discussed in class and posted to the course Blackboard site. Timeliness and quality of homework completion will be assessed. The content of the first four homework assignments will largely complete Assignment B/Key Assignment #1 (Career Exploration), and Homework #5 is the draft of the first section of Assignment D/Key Assignment #2 (Career Handbook). You are essentially getting credit two different times for your effort on these assignments. Further details on all assignments will be discussed in class and made available online.

##### Assignment B

**[Key Assignment #1]: Career Self-Exploration** (100 points) *To be submitted to Livetext as Case Study.*

These narrative sections include the student's personal story of career development as organized around identified concepts in Chapters 2-5 of the Sharf text. Further details on this assignment, associated standards, and grading rubric appear in Appendix 1: Completion guides for Key Assignments at end of this syllabus. *Completed assignment will address the CACREP Professional Identity standards listed below:*

**CACREP-2016.2.G.4.a:** theories and models of career development, counseling, and decision making

**CACREP-2016.2.G.4.b:** approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

**CACREP-2016.2.G.4.d:** approaches for assessing the conditions of the work environment on clients' life experiences

**CACREP-2016.2.G.4.e:** strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

**CACREP-2016.2.G.4.g:** strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

##### Assignment C

##### **Special Topic Presentation** (50 points)

Students will choose a content area of personal interest related to major topics in Career Counseling and Development on which to create a presentation. The expectation is that the student will include supplemental materials from outside the text, as well as use multiple methods of instruction to present the special topic in an engaging and educational manner. Presentation should be approximately 40 minutes in length. Further details on this assignment, including example topics, will be presented in class. *Annotated PowerPoint presentation to be turned in as Livetext artifact.*

##### Assignment D

**[Key Assignment #2]: Career Planning Handbook** (100 points) *Section Introductions to be submitted to Livetext and turnitin.com.*

The Career Planning Handbook will be developed during the course of this class as a reference manual for you to assist students/clients in their career development. Further details on this assignment, associated standards, and grading rubric appear in Appendix 1: Completion guides for Key Assignments at end of this syllabus. Past examples will be provided and reviewed in class. *Completed assignment will address the CACREP Professional Identity standards listed below:*

**CACREP-2016.2.F.4.c:** Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.

**CACREP-2016.2.F.4.f:** Strategies for career development program planning, organization, implementation, administration, and evaluation;

**CACREP-2016.2.F.4.i:** Methods of identifying and using assessment tools and techniques relevant to career planning and decision making;

**CACREP-2016.2.F.4.h:** strategies for facilitating client skill development for career, educational, and lifework planning and management.

**CACREP-2016.2.F.4.j:** Ethical and culturally relevant strategies for addressing career development.

Assignment E

**Service Learning Activity** (100 points)

Assignment consists of completion of a Service Learning experience of no less than 5 contact hours and subsequent written reflection. Further details on this assignment, associated standards, and grading rubric will be provided b the third class section. *Assignment to be submitted to Livetext.*

**Course Evaluation/Assessment**

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Percentage	Grade
100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-75	C
74-70	C-

**Class Attendance**

Regular class attendance and participation in discussions are expected of all class members, and may be considered as part of the grading process. Missing more than 1 class may require completion of an additional written coursework assignment, and/or result in a drop of ½ letter grade for the course. In extreme circumstances and at professor’s discretion, an additional major project may be assigned to make up for missed classes.

**V. METHODS OF INSTRUCTION:**

Methods of Instruction Methods of instruction will include didactic lectures, collaboration, demonstration, evaluation, analyses of research articles, and student presentations. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning.

**Clinical Experiences:** Course includes a field experience component of service learning where student will spend at least 5 hours in Service Learning in a community environment, and submit a Service Learning Reflection to document and reflect upon this experience, as guided by

assignment completion guideline and rubric.

## VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

### Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.** Course syllabus and Online Gradebook will be maintained

### Turn-it-in

Portions of written work may be required to be submitted to *Turn-It-In*, the computer program designed for checking literature duplication. Submitting additional course work to *Turn-It-In* is at the instructor's discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

### Unit Commitment to Diversity

The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

### LiveText

**Each student will be required to establish an account with the LiveText program by the second class session.** LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. LiveText is located online at <http://www.vialivetext.com> and can be purchased through the LMU Bookstore.

### Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website ([library.lmunet.edu](http://library.lmunet.edu)) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

## VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

### Schedule of Classes and Assignments

Class 1 –	Introductions, Course Overview, Syllabus, Review Assignments, Career People Bingo,
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	Important Points In My Emergent Career as a Counselor Activity
Class 2 –	Chapter 1 - Introduction Discuss Chapter 1 - <b>Homework 1 Due: Read Shallcross article, Text Chapters 1 &amp; 2 and write Trait-related vignette from personal history re: career and academic development plus be ready to discuss in class.</b> <i>CACREP-2016.2.G.4.b: approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</i>
Class 3 –	Chapter 2 – Trait and Factor Theory  Chapter 3 – Career Development and Technology, Web-based sites for Occupational Information and Forecasting, Sites for Job Seekers. <b>Homework 2 Due: “Current influences” discussion re workplace discrimination and emergence of electronic commerce.</b> <i>CACREP-2016.2.F.4.c: Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.</i> <i>CACREP-2016.2.F.1.h current labor market information relevant to opportunities for practice within the counseling profession</i>
Class 4 –	<b>Panel Discussion of Alumni School and Mental Health Counselors</b> Chapter 3—Occupations: Information and Theory Chapter 14 – Social Cognitive Career Theory <i>CACREP-2016.2.G.4.a: theories and models of career development, counseling, and decision making</i>
Class 5 –	Chapter 4 – Work Adjustment Theory Introductory coverage of Holland’s RIASEC Theory of Types via class activity Holland SDS Handed Out. <b>Homework 3 Due: Discussion of personal history related to concepts of “satisfaction” and “satisfactoriness”</b> <i>CACREP-2016.2.G.4.d: approaches for assessing the conditions of the work environment on clients’ life experiences</i>
Class 6 –	Chapter 5 – Holland’s Theory of Types; Strong Interest Inventory Discussion and Interpretation of Holland SDS Results <b>Homework 4 Due: Complete and Interpret Holland SDS, and LMU online Career Assessment</b> <i>CACREP-2016.2.F.4.i: Methods of identifying and using assessment tools and techniques relevant to career planning and decision making;</i>
Class 7 –	Chapter 7—Career Development in Childhood In-Class Demonstration of Career Classroom Session Activities for Grades K – 5 Service Learning Activity Assignment Discussed Interest, Ability, Values and Personality Assessments in Career Counseling <b>Career Self-Exploration Due (turned into Livetext)</b> Chapter 8 – Adolescent Career Development <i>CACREP-2016.2.G.4.e: strategies for assessing abilities, interests, values, personality and other factors that contribute to career development</i>
Class 8 –	Chapter 9 – Late Adolescent and Adult Career Development Retirement and the Importance of Leisure Activity Lifespan Career Development and Planning <b>Homework 5 Due: Draft of Career Planning Graphical Flow Chart with 2-page explanation</b> Special Topic: Special Topic: <i>CACREP-2016.2.F.4.f: Strategies for career development program planning, organization, implementation, administration, and evaluation;</i>

Class 9 –	Chapter 10—Adult Career Crises and Transitions Special Topic: Special Topic: <b>CACREP-2016.2.F.4.h: strategies for facilitating client skill development for career, educational, and lifework planning and management.</b>
Class 10 –	Chapter 11 – Constructivist and Narrative Approaches to Career Development w/ focus on socially and culturally diverse individuals Special Topic: Special Topic: <b>CACREP-2016.2.G.4.g: strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy</b> <b>CACREP-2016.2.F.4.j: Ethical and culturally relevant strategies for addressing career development.</b>
Class 11 -	Special Topic: Special Topic: Special Topic:
	<b>SPRING BREAK - No class meeting</b>
Class 12 –	<b>Service Learning Activities Due (Write up turned into Livetext)</b> <b>Service Learning Activities Discussed by Students</b> Special Topic: Special Topic: Special Topic:
Class 13 –	Workshop on Career Handbooks Distribution of M. Scott Peck “Vocation” book Chapter Special Topic: Special Topic: Special Topic:
Class 14 –	<b>Online Day – Bulletin Board on “Vocation” by M Scott Peck. Class does not meet in classroom.</b>
Class 15 –	Chapter 15 – Career Decision Making Approaches Special Topic: Special Topic: Special Topic: <b>Class Schedule TBD; Make-up Day</b> <b>Career Handbooks Due</b> (Section introduction pages turned into Livetext) <b>Course Wrap-up and Evaluation</b>

**VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): N/A**

**IX. DEPARTMENT OR PROGRAM MISSION STATEMENT:**

**LMU Mission Statement**

*Lincoln Memorial University is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to*

*individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.*

*While primarily committed to teaching, the University supports research and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.*

*The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational, service, and research opportunities available to students, Lincoln Memorial University seeks to improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.*

### **Counseling Program Mission Statement**

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

X. **[EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: [N/A]**

XI. **IMPORTANT DATES IN THE ACADEMIC CALENDAR SPRING 2020:**

Last Day to Add Classes	January 6
Last Day to Drop Course without “WD”	January 15
Mid-Terms	March 2-6
Last Day to Drop Course without “F”	March 13

Spring Break	March 23-27
Good Friday (no classes)	April 10
Last Day of Classes	April 24
Final Exams	April 27-May 1
Commencement (10 a.m.)	May 4

## **LMU INFORMATION FOR ALL COURSES and PROGRAMS**

### **XII. UNIVERSITY SERVICES:**

**ACADEMIC SUPPORT SERVICES:** LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

**COUNSELING:** LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at [jason.kishpaugh@lmunet.edu](mailto:jason.kishpaugh@lmunet.edu) and/or 423.869.6277 (800-325-0900 ext. 6277).

### **XIII. University Policies:**

**UNDERGRADUATE ATTENDANCE:** To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for,

and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University's academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete's responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

*Approved at Academic Council October 18, 2018*

**FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:**

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

**STUDENTS WITH DISABILITIES POLICY:** LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at [dan.graves@lmunet.edu](mailto:dan.graves@lmunet.edu) and/or 423.869.6531 (800-325-0900 ext. 6531).

**DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES** can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

## **HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT :**

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at [titleix@lmunet.edu](mailto:titleix@lmunet.edu), or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer’s office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

**HAZING:** Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any

individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

**COURSE EVALUATIONS:** In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**OUTCOMES ASSESSMENT TESTING:** Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate’s degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student’s subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the

three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

**IN THE EVENT OF INCLEMENT WEATHER** Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

**INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY:** Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

**XIV. MISSION STATEMENTS:**

**LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT** can be found at the following link to LMU's website: [HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP](https://www.lmunet.edu/about-lmu/heritage-mission.php).

**XV. Student Community Engagement:** A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/student-service-programs/index.php> or contact the Director of Leadership and Outreach, Kaci Ausmus, at [Kaci.Ausmus@lmunet.edu](mailto:Kaci.Ausmus@lmunet.edu).

**XVI. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.

**XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS. [OPTIONAL SECTION/LANGUAGE.]**

## **Appendix 1: Completion Guides for Key Assignments**

### **CG 521 Key Assignment #1: Career Self-Exploration (Case Study)**

The first major assignment for the CG 521 - Career Counseling course is to complete a “Career Self-Exploration”. Following the advice of the maxim, “Know Thyself”, the aim of this assignment is to gain a deeper understanding of the career development and decision making process by doing an in-depth analysis of the career decision making process of the person you know best... you! In completing this assignment, you will explore the Traditional Expectations of the Past that many career seekers still hold as assumptions about the job world, Current Influences that are changing the world of work, Career Development Theories and decision making models, and finally gain a deeper understanding about Career Assessment Instruments, specifically the Holland SDS.

The 5 major parts of this assignment are outlined below. While there is no minimum length for this paper, it would probably take at least 7-8 pages to do a quality job on this paper. This paper is to be written in APA style with separate title page, 1 inch margins, text double spaced, font size 12, etc. For more information on APA writing style, google “Purdue OWL APA” and follow results links to Purdue University Online Writing Lab APA style guides.

#### **Introduction**

The introduction section to this paper should be brief and state the purpose and scope of this assignment in one paragraph.

#### **Career Self-Exploration Section 1: Chapter 2 – Work and Mental Well Being: 2 points**

Read “Making Life Work” by Lynne Shallcross (Counseling Today, January 2013), and a major theme is the interweaving of Career and Personal issues. Chapter 2 of the Sharf text discusses personal Aptitudes, Achievement, Interests, Values, and Personality.

Write out a story from your own personal history that clearly highlights at least one personal strength, trait or value that has impacted your career choice/development, and how this trait is evidenced in other areas of your life aside from work/career. Be prepared to share the story about this strength in class.

**Section will be assessed on how well you demonstrate knowledge of CACREP 2016 standard II.F.4.b, “Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.”**

#### **Career Self-Exploration Section 2: Chapter 3 – Occupations—Information and Theory: 20 points**

In this section discussion, provide detail as to how you see the identified “current influences” impacting the potential career development and family life of yourself, and future clients/students. The three themes you are to address in this section are.

- a) women and discrimination in the workplace,
- b) culturally diverse individuals and discrimination in the workplace, and
- c) the emergence of electronic commerce and globalization (and increased use of technology in general). This “influence” is not covered in the chapter and will require some outside research.

**Section will be assessed on how well you demonstrate knowledge of CACREP 2016 standard II.F.4.g, “Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy.”**

#### **Career Self-Exploration Section 3: Chapter 4 – Work Adjustment Theory: 20 points**

The two major components of predicting work adjustment and tenure are satisfaction and satisfactoriness.

- a) Define and distinguish between these concepts,
- b) discuss each of these concepts in relation to your work history to this point in your life, and
- c) discuss anticipated satisfaction and satisfactoriness as related to your choice of the counseling profession in general, and any desired counseling specialty or population.
- d) Based on research completed on Career Information websites such as bls.gov or [www.careerweb.com](http://www.careerweb.com), comment on how you envision the opportunities for practice within the area of specialty in the Counseling profession, and how any special certifications or training may facilitate acquiring a position you seek upon MEd in Counseling program graduation.

**This section will be assessed on how well you demonstrate knowledge of CACREP 2016 Standard II.F.4.d “Approaches for assessing the conditions of the work environment on clients’ life experiences” and CACREP 2016 Standard II.F.1.h “current labor market information relevant to opportunities for practice within the counseling profession”**

**Career Self-Exploration Section 4: Part III – Special Focus Theories, Chapters 11 - 15: 20 points**

Analyze your vocational development (Career, academic, leisure, through 3 major theories of counseling, one of which must be Social Cognitive Career Theory. For SCCT, highlight important concepts of self-efficacy and outcome expectations in your discussion of your academic, leisure and career development.

**This section will be assessed on how well you demonstrate knowledge of CACREP 2016 Standard II.F.4.a “Theories and models of career development, counseling, and decision making”, and**

**Career Self-Exploration Section 5: Chapter 5 – Holland Assessment Instrument and LMU Career Assessments: 20 points**

This section is designed to let you demonstrate your knowledge and interpretation of a career-related assessment, using the Holland SDS as the model instrument--as it is widely used and typical of career assessment inventories. For this section, first complete the Holland Self Directed Search and read the article entitled “Holland’s Theory and Career Assessment” by Robert C. Reardon and Janet C. Lenz. Then, write a brief interpretation of your SDS results, highlighting important aspects by answering the following guiding questions:

- What is your three-letter Holland Code?
- How *differentiated* is your profile based on Holland’s definition?
- How do you see characteristics of your *High Point Code* influencing past and future career decisions?
- How would you assess your *Coherence of Aspirations*, as discussed in the Reardon and Lenz article?
- What observations can you make on the *Consistency* of the first two letters of your code? What might this mean for future career-related decisions?

Next, take a few of the Focus 2 Assessments on the LMU Office of Career Services. At this site, you will find a number of Personality, Values, Aptitude and Interest surveys. Make note of your results. Write a few paragraphs on how these additional assessments inform your career development process ABOVE AND BEYOND the Holland SDS.

**This fifth section will be assessed on how well you demonstrate knowledge of CACREP standard II.F.4.e “Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development”.**

**Summary:**

The summary section should be fairly brief and highlight major points from the 4 major sections, and *tie them into a meaningful picture of what you learned from completing this Career Self-Exploration.*

**Assessment Rubric – CG 521 – Key Assignment 1 Career Self-exploration**

	Level 3	Level 2	Level 2
<b>Interrelationships among work, mental well-being, relationships, and other life roles and factors.</b>  <b>CACREP 2016 standard II.F.4.b</b>	Counselor candidate clearly demonstrates a rich and contextualized understanding of Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and	Counselor candidates demonstrate an emerging understanding of Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.	Counselor candidates fail to demonstrate an understanding of Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

	factors.		
<b>Strategies for advocating for diverse clients</b>  <b>CACREP 2016 standard II.F.4.g</b>	Counselor candidate clearly demonstrates a rich and contextualized understanding of Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.	Counselor candidates demonstrate an emerging understanding of Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.	Counselor candidates fail to demonstrate an understanding of Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.
<b>Conditions of Work Environment</b>  <b>CACREP standard II.F.4.d</b>	Counselor candidate clearly demonstrates a rich and contextualized understanding of approaches for assessing the conditions of the work environment on clients' life experiences	Counselor candidates demonstrate an emerging understanding of approaches for assessing the conditions of the work environment on clients' life experiences	Counselor candidates fail to demonstrate an understanding of approaches for assessing the conditions of the work environment on clients' life experiences
<b>Labor Market information for Professional Counselors</b>  <b>CACREP standard II.F.1.h</b>	Counselor candidate clearly demonstrates a rich and contextualized understanding of current labor market information relevant to opportunities for practice within the counseling profession	Counselor candidates demonstrate an emerging understanding current labor market information relevant to opportunities for practice within the counseling profession	Counselor candidates fail to demonstrate an understanding of current labor market information relevant to opportunities for practice within the counseling profession
<b>Theories of career development</b>  <b>CACREP 2016 Standard II.F.4.a</b>	Counselor candidate clearly demonstrates a rich and contextualized understanding of Theories and models of career development, counseling, and decision making	Counselor candidates demonstrate an emerging understanding of Theories and models of career development, counseling, and decision making	Counselor candidates fail to demonstrate an understanding of Theories and models of career development, counseling, and decision making
<b>Assessing abilities, interests, values and personality</b>  <b>CACREP standard II.F.4.e</b>	Counselor candidate clearly demonstrates a rich and contextualized understanding of Theories and models of career development, counseling, and decision making	Counselor candidates demonstrate an emerging understanding of Theories and models of career development, counseling, and decision making	Counselor candidates fail to demonstrate an understanding of Theories and models of career development, counseling, and decision making

## Guidelines for Key Assignment #2: Career Development Handbook

### I. Rationale

The purpose of this assignment is provide the counseling degree candidate with an opportunity to produce a useful product for their future as potential school/agency counselors that can be utilized to aid their future students/clients in career planning. This handbook should essentially reflect the extent of skills, techniques, and resources mastered during the course of this class.

### II. General Guidelines

This handbook should constitute a systematic how-to manual for guiding students/clients through the career selection and preparation process. Your handbook should contain flow chart(s) to give structure to this process, should outline exercises to guide the student/client in identifying their interests and talents, and should contain a wealth of resources (web sites, organizations, references to specific assessments, etc.) to provide them with further assistance.

### III. Specific Content/Organization of Handbook

- A. **Graphic Display of the Career Guidance Process:** In this section, you will construct a flow chart, showing how you would take the student/client through the various steps, as needed, as you guide them in the planning of their career. You may construct this flow chart by hand or use any of variously available computer programs, using, in either case, standard symbols for flow charts (boxes, triangles, circles, etc.). This may be the most important part of your handbook, since it will tie all your other steps/options together. Place your flow chart at the beginning or the end of your handbook.

**Section will assess student demonstration of knowledge related to CACREP Standard 2016.2.F.4.**

- f. strategies for career development program planning, organization, implementation, administration, and evaluation

- B. **Career Information Systems and Self-Discovery Exercises:** Include at least two exercises (such as the Flower Exercise - Bolles) that could be used in helping the student/client to plan a career. Be sure and discuss the need for using this or any other exercise and what information one could hope to obtain and how that would be useful in planning a career.

**Section will assess student demonstration of knowledge related to CACREP Standard 2016.2.F.4.**

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

- C. **Trait and Interest Assessment Inventories & Ability Assessment Inventories:** List assessment instruments that you could (and would choose to) use and when/how to use them. Note the requirements for using these instruments in terms of training and licensure. Include web sites, company addresses, etc. for obtaining these instruments. Relate specifically to your population and how you would use assessment results to inform and guide the career search for your population.

**Section will assess student demonstration of knowledge related to CACREP Standard 2016.2.F.4.**

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

D. **List of Agencies and Resources & Other Experiences:** In this section, provide a list of other agencies resources that could be utilized to aid the student/client in their search. Make sure you note what services are provided by each and when they would be helpful and appropriate. Discuss any other experiences that may be appropriate and helpful in planning a career, such as work study, apprenticeships, etc.

**Section will assess student demonstration of knowledge related to CACREP Standard 2016.2.F.4.**

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

E. **Ethical and Culturally Relevant Strategies for Addressing Career Development:** In this section, demonstrate your in-depth knowledge of the importance of attending to ethical issues and cultural factors when planning career development and planning program for your population.

**Section will assess student demonstration of knowledge related to CACREP Standard 2016.2.F.4.**

- j. ethical and culturally relevant strategies for addressing career development

IV. **Write up of Handbook** –Handbook may be on any topic or population group for which you are interested in presenting a planful approach to career counseling. You may be able to avoid some typing by copying material used in your handbook from a web page, book, etc. You must include a table of contents and a usable system of organization. Tabbing and labeling of sections/subsections is recommended to provide further structure and ease of use for your handbook. APA style is NOT required for this assignment. Remember, this handbook should represent what you learned in this class, synthesized into a product that you can use in the future.

## Grading Rubric – CG 521 Career Counseling – Key Assignment 2 Career Handbook

	Level 3	Level 2	Level 1
<p><b>Career development program planning, organization, &amp; evaluation</b></p> <p><b>CACREP 2016 standard II.F.4.f</b></p>	Counselor candidate clearly demonstrates a rich and contextualized understanding of strategies for career development program planning, organization, implementation, administration, and evaluation	Counselor candidates demonstrate an emerging understanding of strategies for career development program planning, organization, implementation, administration, and evaluation	Counselor candidates fail to demonstrate an understanding of strategies for career development program planning, organization, implementation, administration, and evaluation
<p><b>Career and labor market information resources, technology, and information systems</b></p> <p><b>CACREP 2016 standard II.F.4.c</b></p>	Counselor candidate clearly demonstrates a rich and contextualized understanding of processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Counselor candidates demonstrate an emerging understanding of processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Counselor candidates fail to demonstrate an understanding of processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
<p><b>Career assessment tools and techniques</b></p> <p><b>CACREP 2016 Standard II.F.4.i</b></p>	Counselor candidate clearly demonstrates a rich and contextualized understanding of methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Counselor candidates demonstrate an emerging understanding of methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Counselor candidates fail to demonstrate an understanding of methods of identifying and using assessment tools and techniques relevant to career planning and decision making
<p><b>Strategies for facilitating client life-work planning and management</b></p> <p><b>CACREP standard II.F.4.h</b></p>	Counselor candidate clearly demonstrates a rich and contextualized understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management	Counselor candidates demonstrate an emerging understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management	Counselor candidates fail to demonstrate an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management
<p><b>Ethical and culturally relevant strategies for addressing career development</b></p> <p><b>CACREP standard II.F.4.j</b></p>	Counselor candidate clearly demonstrates a rich and contextualized understanding of ethical and culturally relevant strategies for addressing career development	Counselor candidates demonstrate an emerging understanding of ethical and culturally relevant strategies for addressing career development	Counselor candidates fail to demonstrate an understanding of ethical and culturally relevant strategies for addressing career development

## Grading Rubric and Feedback Sheet for Career Development Handbook

<b>Area being evaluated</b>	<b>Points</b>	<b>Points awarded</b>
<b>Introductions/explanations for each of the four required sections in own words</b> (explaining nature of section, choice of items, etc.)	/40	
<b>Presence/quality of required sections and content</b>		
Graphic display (flow chart) of career guidance	/10	
Career information systems & self-discovery exercises and (separate from formal trait and interest instruments)	/10	
Assessment instruments – at least one each of interest, ability, and personality assessments seen as useful with chosen population	/10	
Annotated list of community resources and other recommended useful experiences	/10	
Ethical and culturally relevant strategies for addressing career development	/10	
<b>Point subtotal, Required Sections and Content</b>	/50	
<b>Organization of manual</b> (major sections, subsections, page numbering, table of contents)	/10	
<b>Total for Career Guidance Handbook Assignment</b>	/100	

NOTE: This grading sheet reflects the importance of the chapter introductions/explanations submitted to Livetext and turnitin.com, as well as the quality of the material contained in each section. Roughly half the value of this assignment is for the chapter headings submitted to Livetext, half for quality completion of the manual.

## CG 521 – Career Counseling - Service Learning Project –

### Assignment Completion Guide and Assessment Rubric

One of the important outcomes for Counselors-in-Training at LMU is to engage in service learning as a tool for intrapersonal growth, engagement of community, and to engage in experiential learning by applying material from coursework into action. The following Counseling Program Area Objective guides the Counseling Program toward important Service-Learning-related outcomes:

**LMU Counseling Program Objective # 9. Service Learning – Engage in service learning activities, develop advocacy competencies, collaborative relationships with community agencies, and personal awareness of the needs of historically underserved populations.**

Below is a general model for writing up service learning experiences. Though each experience may be distinct and will be driven by the course content and counselor-candidate's perception of community needs, the following guide serves as a guide for the comprehensive write-up and processing of the service learning activity.

Final write-up for the Service Learning Assignment will probably be in the 3 - 4 page range. For this write-up, exploration of themes involving societal relationships and deeper-level engagement with the process of helping and empowering others is more important than strict adherence to APA style. Please clearly label with headers and describe in detail the following 7 areas, which are assessed by rubrics in each course.

**Description of Activity:** Counselor Candidate describes in detail the "who, what, where, when, and why" of the service learning activity, in enough detail to give a solid context to the service learning activity.

**Knowledge of Actual Community Needs and impact of multicultural factors:** Counselor Candidate describes how actual needs of an underserved population or group were met, and describes steps and methods taken to ascertain and meet authentic community needs (as opposed to operating from preconceived notions of community needs, or engaging in activity because of mere convenience). Candidate shows understanding of how multicultural and pluralistic trends, including characteristics and concerns within and among groups, affect community needs.

**Understanding of Related Societal Issues and Social Justice:** Counselor candidate clearly states and fully describes societal issues related to the service learning activity or population served. Examples would be associated social and cultural factors, barriers to success such as poverty, sexism, racism, and stigma which prevent people from achieving their full potential. Knowledge of theories of multicultural counseling, identity development, and social justice demonstrated.

**Application of course material, and culturally supported behaviors that promote wellness, to the service learning activity:** Counselor candidate integrates appropriate curricular content into the service learning activity. For example, for a career-related service learning activity, counselor candidate could discuss one theory of career decision making and perceived connection with population served, or, how this experience informs the counselor candidates' perceptions and future path in the counseling field. Counseling degree candidate shows clear understanding of counselor's roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body.

**Analyze the helping relationship, and effective strategies for working with diverse populations:** Counselor candidate thoroughly (systematically and methodically) analyzes her or his own and others' assumptions about the helping relationship as related to service learning activity, and

highlights effective strategies (individual, couple, family, group, and community) for working with and advocating for diverse populations, including multicultural competencies.

**Evaluate intrapersonal growth and development:** As a result of the service learning activity, counselor candidate will intentionally reflect on personal attitudes and values and provide reflective insights about the aims and accomplishments of her or his actions, and any changes in perceptions of social and cultural aspects as well as barriers and stigma. Counseling degree candidate explores attitudes, beliefs, understandings related to self and culturally diverse others.

**Create an environment that emphasizes the value of life-long learning:** Counselor candidates articulate any lessons learned about commitment to community engagement as a means of improving the quality of life for the individual and an understanding of life-long learning for themselves and others. Candidate will clearly outline a next step for engagement based on learnings from activity. Counselor in training shows clear understanding of the importance of counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

### Service Learning: Content Analysis

	<b>Above Sufficient</b>	<b>Sufficient</b>	<b>Below Sufficient</b>
<b>Knowledge of community needs</b> (20, 20%)	Counselor candidate determines the actual needs that guide the service learning activity by active, direct collaboration with the community. The candidate clearly describes the "who, what, when, where, why," of service learning project and details how the authentic needs of the community.	Counselor candidate uses personal knowledge of the community to determine perceived needs that guide the service learning activity. The candidate clearly describes the "who, what, when, where, why," of service learning project and details how the authentic needs of the community.	Counselor candidate describes the service learning project and provides little details on how he/she feel that the authentic needs of the community.
<b>Understanding of complex issues</b> (15, 15%)	Counselor candidate states clearly and describes fully the service learning activity by exploring: root cause(s); ethical implication, critical thinking about social justice and the interconnectedness of larger societal issues, e.g., gender, culture of poverty, historically under-served populations and provides insight into potential sustainable solutions.	Counselor candidate states clearly and describes fully the service learning activity by exploring: root cause(s); ethical implication, critical thinking about social justice and the interconnectedness of larger societal issues, e.g., gender, culture of poverty, historically under-served populations but provides superficial insight into potential sustainable solutions.	Counselor candidate states clearly and describes fully the service learning activity but fails to explore: root cause(s); ethical implication, critical thinking about social justice and the interconnectedness of larger societal issues, e.g., gender, culture of poverty, historically under-served populations but fails to provide potential sustainable solutions.
<b>Application of course material</b>	Counselor candidate integrates	Counselor candidate integrates	Counselor candidate fails to fully integrate

<p><b>to the service learning activity(15, 15%)</b> <b>CACREP-2009.2.F.4.d</b></p>	<p>academically the service learning activity through application of appropriate curricular content including a thorough questioning of the authentic needs of the project and comprehensive understanding of culturally supported interventions and behaviors that promote wellness. Student demonstrates deep and contextualized understanding of the conditions of the work and social environment on clients' life experiences.</p>	<p>academically the service learning activity through application of appropriate curricular content including a superficial questioning of the project's worth and understanding of culturally supported interventions and behaviors that promote wellness. Student demonstrates clear understanding of the conditions of the work and social environment on clients' life experiences.</p>	<p>academically the service learning activity through application of appropriate curricular content and fails to question the project's worth and does not demonstrate understanding of culturally supported interventions and behaviors that promote wellness. Student demonstrates vague or unclear understanding of the conditions of the work and social environment on clients' life experiences.</p>
<p><b>Analyze the helping relationship(15, 15%)</b></p>	<p>Counselor candidate thoroughly (systematically and methodically) articulates effective strategies for working with diverse populations and analyzes own and others' assumptions regarding whether the service activity truly improved the quality of life for person(s) served: e.g., facilitated a change in insight; helped alleviate a suffering, solved a problem; met a need</p>	<p>Counselor candidate thoroughly (systematically and methodically) articulates effective strategies for working with diverse populations and analyzes own assumptions regarding whether the service activity truly improved the quality of life for person(s) served: e.g., facilitated a change in insight; helped alleviate a suffering, solved a problem; met a need, but failed to articulate others' assumptions regarding the utility of the service learning activity.</p>	<p>Counselor candidate fails to articulate effective strategies for working with diverse populations and analyze own assumptions regarding whether the service activity truly improved the quality of life for person(s) served: e.g., facilitated a change in insight; helped alleviate a suffering, solved a problem; met a need, and failed to articulate others' assumptions regarding the utility of the service learning activity.</p>
<p><b>Evaluate intrapersonal growth and development (20, 20%)</b></p>	<p>As a result of the service learning activity, counselor candidate was able to challenge held beliefs and stereotypes, intentionally reflect on personal attitudes and values and provide reflective insights about the</p>	<p>As a result of the service learning activity, counselor candidate was able to challenge held beliefs and stereotypes, intentionally reflect on personal attitudes and values but failed to provide reflective insights about the</p>	<p>As a result of the service learning activity, counselor candidate was able to superficially challenge held beliefs and stereotypes, and failed to provide evidence of intentionally reflecting on personal attitudes</p>

	aims and accomplishments of one's actions.	aims and accomplishments of one's actions.	and values nor to provide reflective insights about the aims and accomplishments of one's actions.
<b>Create an environment that emphasizes the value for life-long learning</b> (15, 15%)	Counselor candidates articulate a commitment to community engagement as a means of improving the quality of life for themselves and others and the individual and an understanding of the counselors role in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Counselor candidates articulate a commitment to community engagement as a means of improving the quality of life and the individual and an understanding of the counselors role in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	Counselor candidates articulate limited commitment to community engagement and demonstrate only superficial awareness of how education and service learning may improve individuals' lives and the individual and an understanding of the counselors role in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

## CG 521 – Career Counseling

### Grading Guidelines for Special Topic Presentation – 50 Points

**Topic related to course content: 5 points.** Topic is clearly connected to career counseling and vocational planning. Implications for Counselors are explored.

**In-depth knowledge of subject matter conveyed: 10 points.** Detailed and nuanced understanding of topic is presented to class. Full context and scope of topic is explored. Important social, cultural, and contextual factors are clearly explored.

**Information Dissemination to Class: 10 points** = Use of PowerPoint slide presentation, voice articulation, and other methods to present information to class in a competent and professional-looking manner.

**Multiple methods of instruction: 15 points** = Topic is presented in an engaging and informative manner, using multiple methods of instruction. Demonstration, Role play, Movie Clip, Guest Speaker, Quiz, Class Activity are just some methods that can be used to appeal to a variety of learning styles and make a memorable impression of the importance of key take-away information.

**Overall Clarity and Flow: 10 points** = Overall clarity and flow of the presentation from one section to another.

## Homework Assignments

### Homework #1

Major themes and central organizing principles for the Sharf text, *Applying Career Development Theory to Counseling*, include the inherent connection between personal and career counseling. This theme of academic and career development affecting both the personal and vocational life of an individual is reflected in “Making Life Work” by Lynne Shallcross (Counseling Today, January 2013).

Write out a story from your own personal history that clearly highlights at least one personal strength, trait or value that has impacted your career choice/development, and how this trait is evidenced in other areas of your life aside from work/career. (Approx. 1.5 - 2pages) Be prepared to hand in hard copy and share the story about this strength in class.

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### Homework #2

Read course text Chapter 3 and provide detail as to how you see topics covered in text impacting the potential career development and family life of yourself, and future clients/students. The three themes you are to address in this section are.

- a) women and discrimination in the workplace,
  - b) culturally diverse individuals and discrimination in the workplace, and
  - c) the emergence of electronic commerce and globalization (and increased use of technology in general). This “influence” is not covered in the chapter and will require some outside research.
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### Homework #3

Homework Assignment #3 (Tied to Sharf Text Chapter 4)

The two major components of predicting work adjustment and tenure are satisfaction and satisfactoriness.

- a) Define and distinguish between these concepts,
  - b) discuss each of these concepts in relation to your work history to this point in your life, and
  - c) discuss anticipated satisfaction and satisfactoriness as related to your choice of the counseling profession in general, and any desired counseling specialty or population.
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### Homework #4

Complete the Holland SDS, as handed out in class. Log onto the LMU Focus 2 Career Assessment and complete 4 of the assessments. Read the Reardon and Lenz article as handed out in class. Bring your 3 letter Holland code to class, ready to discuss. Answer the following questions with one or two sentence answers (provide more depth of detail when you write this up in the Career Self-Exploration Key Assignment).

- What is your three-letter Holland Code?

- How *differentiated* is your profile based on Holland's definition?
  - How do you see characteristics of your *High Point Code* influencing past and future career decisions?
  - How would you assess your *Coherence of Aspirations*, as discussed in the Reardon and Lenz article?
  - What observations can you make on the *Consistency* of the first two letters of your code? What might this mean for future career-related decisions?
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## Homework #5

For this Homework, you will complete the first section of your Career Planning Handbook, so that you have one section completed. *Guidelines from assignment completion guide are as follows, and examples will be handed out in class.*

A. Graphic Display of the Career Guidance Process: In this section, you will construct a flow chart, showing how you would take the student/client through the various steps, as needed, as you guide them in the planning of their career. You may construct this flow chart by hand or use any of variously available computer programs, using, in either case, standard symbols for flow charts (boxes, triangles, circles, etc.). This may be the most important part of your handbook, since it will tie all your other steps/options together. Place your flow chart at the beginning or the end of your handbook.