

Texas A&M University - Central Texas
COUN 5351 — Career Counseling and
Guidance Fall 2020

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/l, and the course runs from August 24, 2020 — December 11, 2020

Instructor: David J Schlosz, Ph.D., NCC, LPC
Class Time: Online
Office: Adjunct
Email: dschlosz@tamuct.edu
Office Hours: by appointment

Student-instructor interaction:

Instructor will be checking email daily and replying to student emails within 48 hours.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and description: This course provides an in-depth study of career counseling and guidance services that focuses on occupational, educational, and personal/social issues for general and special populations. An examination of theoretical bases for career counseling and guidance, study of organization and delivery of information through individual and group activities is included. Related ethical concerns are covered.

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate an understanding of Career development theories and decision-making models.
2. Students will demonstrate of understanding of career, avocational, educational, occupational, and labor market information resources, and career information systems along with assessments used in career interventions.
3. Students will demonstrate an understanding of career development program planning, organization, implementation, administration, follow-up and evaluation within the counseling profession.
4. Students will demonstrate knowledge of how to implement culturally competent career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
5. Students will demonstrate an understanding of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF4: Career Development)- Studies that provide an understanding of career development and related life factors, including all of the following:

CACREP Standard	Activity	SLOs
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIFI i);	Career Development & Counseling Theory Video Presentation	SL03
Current labor market information relevant to opportunities for practice within the counseling profession (IIF1h);	Career Technology Resource Evaluation	SL02
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Career Development Program Proposal	SL04
multicultural counseling competencies (IIF2c);	Career Development Program Proposal	SL04
effects of power and privileged for counselors and clients	Autobiography	SL05

(IIF2e);		
strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (11F2h);	Career Development Program Proposal	SL04
career development theories and decision-making models (IIF4a);	Career Development & Counseling Theory Video Presentation	SL04
<u>Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</u> (IIF4b);	Career Development & Counseling Theory Video Presentation	SL03
Career, avocational, educational, occupational, and labor market information resources, and career information systems (IIF4c);	Career Technology Resource Evaluation	SL02
<u>Approaches for assessing the conditions of the work environment on clients' life experiences</u> (IIF4d);	Career Development & Counseling Theory Video Presentation	SL03
Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (IIF4e);	Career Autobiography	SL04
Career development program planning, organization, implementation, administration, and evaluation (IIF4f);	Career Development Program Proposal	SL04
Strategies for facilitating client skills development for career, educational, and life-work planning and management (IIF4h);	Career Development & Counseling Theory Video Presentation	SL04
Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (IIF4i); and	Career Development & Counseling Theory Video Presentation	SL03
Ethical and culturally relevant strategies for addressing career development (11F4j).	Career Development & Counseling Theory Video Presentation	SL03
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (11F4g).	Career Development Program Proposal	SL04
Use of assessments relevant to academic/educational, career, personal, and social development and use of symptoms checklists, personality and psychological testing (IIF7i & k).	Career Development & Counseling Theory Video Presentation Career Autobiography	SL03
the importance of research in advancing the counseling profession (11F8a).	Career Development & Counseling Theory Video Presentation	SLOI

identification of evidence based practices and needs assessments (11F8b & c).	Career Development & Counseling Theory Video Presentation	SLO1
Standards for Clinical mental Health Counselor track		
Roles and settings of clinical mental health counselors (CMHC:5C2a)	Discussion Posts Career Development & Counseling Theory Video Presentation	SL03

Required Reading and Textbook(s):

Niles, S. G. & Harris-Bowlsbey, J. H. (2017). Career Development Interventions in the 21st Century. (5th ed. Upper Saddle River, New Jersey. Pearson Education, Inc.

American Psychological Association. (2009). Publication manual of the American Psychological Association. (6th ed.). Washington, DC: Author.

Other readings as assigned and supplied by professor

COURSE REQUIREMENTS

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

Discussion Posts (5 x 5 points = 25 points):

Students will participate in 5 discussion board posts. Students will respond to 1 of the main discussion board questions posted by the instructor. Responses should be 2-3 paragraphs in length and evidence understanding of the assigned reading. Additionally, students will respond to 1 of their classmate's discussion board posts. These responses should be at least 1 paragraph in length. All students are expected to respond in a respectful and professional manner.

Career Development and Counseling Theory Video Presentation (30 points):

You are required to complete a video presentation on a career topic of interest that is related to the material covered in this class. Examples of career topics may include: career counseling with students; multicultural career counseling, dual career couples/families; work — family interface; career change; retirement; career satisfaction; career decision making; online career assessments; and negotiating practices. You will be expected to provide the instructor an outline/handout and a reference list in APA format. Your presentation should be approximately 20 minutes in length and include the following:

- relevant contributors to the career theory;
- important concepts, terms, themes, and ethical considerations related to the career theory;
- the career counseling applications of this theory;
- current research in the area (minimum of 8 journal articles);
- an effective career technique and/or assessment derived from the career theory;

- an experiential component in which an applied career intervention or technique is explained and demonstrated.

Career Technology Resource Evaluation (30 points):

Students will review one (1) online resource for career intervention and planning. This assignment does not have to follow APA formatting (this is the only assignment that will not follow APA formatting). Students can complete the assignment using bullet points. Students must address the following points:

- Name of the resource (including hyperlink)
 - Owner of the resource
- Purpose of the resource
 - Client-base for the resource (population best likely to serve)
- Content available on the resource website
- Online inventories available to the user on the resource website
 - Quality and comprehensiveness of the resource
- Ease of searching/maneuvering through links within the resource
- User-friendliness and appeal of the resource
- Summarization/Recommendation of resource

Career Development Program Proposal (50 points):

Students will work to design a career development program for a hypothetical agency, school, or counseling center. Students will complete the following:

- Define the target population and its characteristics
- Determine the needs of the target population
- Write measurable objectives to meet the needs (minimum of 3)
- Determine how to deliver the career planning services
- Determine the content of the program
- Determine the cost of the program
- Begin to promote and explain your services
- Start promoting and delivering the full-blown program of services
- Evaluate the program (measurable)
- Treat this as a formal proposal — follow APA formatting.

Career Autobiography (60 points):

Students will complete online inventories in which skills and interests are assessed. Following completion of these 3 inventories, students will then be asked to write a Career Autobiography paper (follow APA formatting) using results from these 3 inventories. The Career Autobiography is an integrative learning activity designed to help students incorporate personal understanding of content and experiences learned across the semester. The paper should be drafted as an insight-oriented document with sufficient professional and academic components to show applied learning of course content. The paper is expected to be 5-6 pages in length, following APA formatting. The autobiography must include the following:

- A discussion of your background and significant life events. Include family background, careers you thought about as a child, how and why you decided to attend TAMUCT, etc.

- Consideration of how your experiences to date, including work experience and extracurricular activities, have influenced your past or present education and career plans.
- A review of the relationship between your life/career plans and information from this course. Discuss how well your assessment results from various inventories "fit" you. Do you agree with your results? Why or why not? What did you learn about your decision-making style and how does it affect your career vision?
- Which career theories apply to you? How?
- A brief review of your present situation concerning your academic and career plan. Also, review possible future directions, including changes in career direction.

Quizzes (5 x 10 points = 50 points): Students will be responsible for completing 5 quizzes over the semester based on assigned weekly readings.

UWC's synchronous online writing tutoring services:

The UWC is continuing to expand synchronous online writing tutoring this semester. Using WOnline, students can work with trained UWC tutors via video and/or text chat from the comfort of their own homes! During the Spring 2019 semester, a tutor trained to conduct synchronous online writing tutoring sessions will be available almost every hour the UWC is open (excluding Mondays from 12:00-2:00 p.m.).

Grading Criteria and Conversion

Grades will be determined by how many points are earned over the semester. The menu of evaluations and their points appears next:

Nature of Activity Point Potential

Activity	Points
Career Development and Counseling Video Presentation	50 points
Career Technology Resource Evaluation	30 points
Career Development Program Proposal	20 points
Career Autobiography	20 points
Discussion Posts (5 x 6 points each)	30 points
Quizzes (5 x 10 points each)	50 points
Total	200 points

Grade Equivalent:

180-200=A

160-179 = B

140-159 = C

120-139 = D

119- Below = F

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Posting of Grades:

Grades will be posted on the Canvas Gradebook. Grades will be posted within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

Grading Policies

10 points will be deducted for every day that an assignment is late.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

This is a tentative course outline and is subject to change by the instructor.

<i>Week Ending</i>	<i>Topic</i>	<i>Assigned Readings</i>	<i>Assignments Due</i>
August 30	Introductions and Syllabus Review	Chapter 1	Discussion Post # 1
Sept 6	Career Development Interventions	Chapters 2 & 3	Discussion Post # 2
Sept 13	Theories of Career Development Recent Theories of Career Development	Chapter 4	Quiz # 1
Sept 20	Providing Culturally Competent Career Development Interventions	Chapter 5	Discussion Post # 3
Sept 27	Assessment and Career Planning	Chapter 6	
Oct 4	Career Information and Resources	Chapter 7	Quiz # 2 — due October 7 9 p.m.
Oct 11	Information and Communication Technologies	Chapter 8	Discussion Post # 4
Oct 18	Career Counseling Strategies and Techniques for the 21 st Century	Chapter 9	Career Technology Resource Evaluation
Oct 25	Designing, Implementing, and Evaluating Career Development Programs & Services	Chapter 10	Quiz # 3
Nov 1	Career Development Interventions in the Elementary Schools	Chapter 11	Discussion Post # 5
Nov 8	Career Development Interventions in the	Chapter 12 & 13	Career Development and Counseling Video Presentation

	Middle Schools		
Nov 15	Career Development Interventions in High School & Higher Education	Chapter 14	Quiz # 4
Nov 22	Career Development Interventions in Community Settings	Chapter 15	Career Development Program Proposal
THANKSGIVING			
Dec 6	Ethical Issues in Career Development Interventions	Ethical Issues in Career Development Interventions	Quiz # 5
Dec 9			Career Autobiography

Important University Dates: <https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean

of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and

may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.