

**CO 5230.01: Career Counseling and Development**  
**Spring 2021, 3 Credits**  
**Monday, 3:30-6:00pm**  
**Online via [Zoom](#)**

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*Also by appointment.*

**Catalog Description**

An introduction to career development theories and their application to the counseling process. Students will also understand and utilize career information and assessments as they pertain to counseling and career development. Students will apply theory and practice into current or potential work settings.

**Content Areas**

Career Development Theory in a Multicultural Context  
Technology and Career Development  
Effective Use of Career Information  
The Ethical Use of Career Assessments  
Application of Theory and Practice to Various Work Settings

**Performance-based Objectives:** Students will know or be able to:

1. Understand career development as a process intrinsic to the developing person in a holistic sense.
2. Expand their knowledge relative to understanding career development theories.
3. Gain experience using career information systems.
4. Apply career development information to the counseling process and to educational and other work-related settings.
5. Understand the ethical use of a variety of career assessments.
6. Observe, participate in, and reflect upon the practice of career counseling and development.

**Methods of Instruction**

Lecture, discussion, case studies, guest speakers, experiential fieldwork, use of on-line resources

**Required Texts:**

Niles, S. G., & Harris-Bowlsbey, J. (2017). *Career development interventions*. (5<sup>th</sup> ed.). Pearson.

Quart, A. (2018). *Squeezed: Why our families can't afford America*. HarperCollins.

**Required Readings (full text available on line through Lamson Library or via Moodle)**

Callanan, G. A., Perri, D. G., & Tomkowicz, S. M. (2017). Career management in uncertain times: Challenges and opportunities. *Career Development Quarterly*, 65, 353-365.

Krumboltz, J. D., Foley, P. F., & Cotter, E. W. (2013). Applying happenstance learning theory to involuntary career transitions. *The Career Development Quarterly*, 61, 15-26.

Pope, M., & Pangelinan, J. S. (2010). Using the ACA Advocacy Competencies in career counseling. In Ratts, M. J., Toporek, R. L., & Lewis, J. A. (Eds), *ACA Advocacy Competencies: A social justice framework*. (pp. 209-223). Alexandria, VA: American Counseling Association.

Prior, R. G. L., Amundson, N. E., & Bright, J. E. H. (2008). Probabilities and possibilities: The strategic counseling implications of the chaos theory of careers. *The Career Development Quarterly*, 56, 309-318.

Sharf, R. S. (2013). Holland's theory of types. In *Applying career development theory to counseling* (6th ed., pp. 119-142). Pacific Grove, CA: Brooks/Cole.

**2016 CACREP Standards Addressed by this Course**

<b>Core Standards for Career and Lifestyle Development</b>	<b>Delivery</b>	<b>Assessment</b>
A. theories and models of career development, counseling, and decision making	Class 2-8	Facilitating Career Development, Quiz
B. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	Class 2-8	Facilitating Career Development & <i>Squeezed</i> Discussions
C. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Class 4	Website Review
D. approaches for assessing the conditions of the work environment on clients' life experiences	Class 2-9, 12	Facilitating Career Development
E. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Class 9 & 12	Facilitating Career Development
F. strategies for career development program planning, organization, implementation, administration, and evaluation	Class 8	Career Development Program
G. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Class 3-5, 7, 8, 10, 12	<i>Squeezed</i> Discussions
<b>KPI H.</b> strategies for facilitating client skill development for career, educational, and lifework	Classes 1-15	<b>Career Development Program &amp; Facilitating Career Development</b>
I. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Class 2-9 & 12	Website Review; Facilitating Career Development
J. ethical and culturally relevant strategies for addressing career development	Class 1-15	Program Planning, Facilitating Career Development, Website Review

<b>School Counseling Specialty Standard for Career and Lifestyle Development</b>		
5.G.3.e: use of developmentally appropriate career counseling interventions and assessments	Class 13	Program Planning, Website Review

**Performance-based Assessment/Activities for the Course (How the Performance-based Objectives are to be accomplished)**

Each of the three assignments will be graded based upon a rubric that is available through Moodle. Please append the appropriate rubric as the last page of each paper—after the reference page. Please note the late assignment policy later in this syllabus.

**Assessment 1: Career Facilitation Assignment:** See assignment sheet (Appendix A) for details.

**Assignment 2 Career Development Program:** See assignment sheet (Appendix B) for details.

**Assessment 3: Comprehensive Career Development Website Review:**

- A. Use one of the following comprehensive career development web-based programs: the federal government system ([O\\*Net Career Exploration Tools](#), [CareerOneStop](#)), Career Cruising, Naviance, or another instructor-approved comprehensive website-based system.
- B. After you have used one of the systems *in some depth*, fill out the NCDA Software Evaluation Criteria available through Moodle. Use N/A as applicable.
- C. Then write a five-page paper which includes the major strengths and weaknesses of the program in terms of the clarity and effectiveness of the way in which the program presents (1) career, educational, occupational, and labor market information resources, (2) assessment instruments, tools, and techniques relevant to career planning and decision making, and (3) ethical and culturally relevant information for career development, (for instance but not limited to: gender equity, accessibility for people with disabilities or non-English speakers). In writing this paper, ensure that you demonstrate an understanding of underlying concepts. **Due via Moodle as a Word Document no later than 3pm on March 8.** Please append the rubric for this paper after the reference page. Name your file 21 LastName Website.

**Assessment 4: Career Theories Quiz:** An in-class quiz on career theories and nomenclature as well their appropriate application to client populations.

**Assessment 5: Attendance and Participation:**

- A. Attending, preparing for, and participating in all class meetings is part of the learning experience in this course. As such they are non-negotiable expectations of all students.
- B. Illness and emergencies happen. If an absence is in the excused ([see PSU Excused Absence Policy--](#)), category *students will need to contact the instructor* in a timely manner and request a make-up assignment so as to not have the absence count against them in grading. Note: In accordance with PSU policy, absences are excused only for “(a) participation in university-sponsored activities and (b) compelling and extenuating circumstances beyond a student’s control.” Ask for a make-up assignment only if your absence falls in one of these categories. Make-up assignments are due one week from when they are given.
- C. Students who miss three classes for any reason (excused or not—make up assignment or not) will be contacted by the instructor to discuss withdrawal from the course.

- D. The April 10 Diversity Institute is considered a class; therefore attendance is required.  
 E. Complete self-assessment using the attendance and participation rubric available on Moodle and submit it by **May 4**

**Grading**

Career Facilitation Assignment	25%
Career Development Program	25%
Website Review	20%
Theories Quiz	15%
Attendance/participation	15%

**Weather**

Classes canceled due to inclement weather will be handled in one of two ways: (1) a Zoom (teleconferencing) class will be held, or (2) an assignment will be given for completion. The instructor will notify you which one will be used.

**Grading Scale:**

A 95-100; A- 90-94; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; F Below 70

**Course Schedule**

<b>Date</b>	<b>Topics</b>	<b>Readings/Assignments</b>
Class 1 February 1	Introduction to Career Development	<i>Niles &amp; Harris-Bowlsbey (N &amp; H-B) 1</i> <i>Career Management in Uncertain Times</i>
Class 2 February 8	Ethics in Career Development Career Theories I	<i>N &amp; H-B 2 &amp; 15</i> <i>Sharf: Holland's Theory of Types</i>
Class 3 February 15	Reading Circle Empowerment & Environment Career Theories II	<i>N &amp; H-B 3</i> <i>Squeezed Intro &amp; 1</i>
Class 4 February 22	Info & Comm. Technologies Reading Circle	<i>Squeezed 2 &amp; 3</i> <i>N &amp; H-B 6 &amp; 7</i> <a href="#"><i>Internet Sites for Career Planning</i></a>
Class 5 March 1	Career Theories III Reading Circle	<i>Krumboltz et al. Applying Happenstance</i> <i>Theory to Involuntary Career Transitions</i> <i>Squeezed 4 &amp; 5</i>
Class 6 March 8	Career Theories III & IV	<b>Take the following on-line (MBTI-like) assessments and journal on your reflections.</b> <a href="#"><i>Jung Typology</i></a> <a href="#"><i>16 Personalities</i></a> <b>Read: <a href="#"><i>Myers-Briggs Type Descriptors</i></a></b> <b>Watch: <a href="#"><i>Dr. Jim Bright on Chaos Theory</i></a></b> <b>Bring Career Lifeline to class</b> <b>Web Review Due</b>
Class 7 March 15	Career Counseling Theories IV Reading Circle	<i>Chaos Theory (article)</i> <i>Squeezed 6 &amp; 7</i> <b><i>Career Facilitation Agreements Due</i></b>
Class 8 March 22	Finish Theories Program Design & Evaluation	<i>Squeezed 8</i> <i>N &amp; H-B 9</i>
Class 9 March 29	<b>Career Theories Quiz</b> Formal and Informal Assessments I	<i>Study for Quiz</i>

Class 10 April 5	Cultural Competence and Advocacy	<i>N &amp; H-B 4</i> <i>Squeezed 9, 10, Conclusion</i> <i>Using the ACA Competencies in Career Couns.</i> <i><u><a href="#">Government Relations &amp; Public Policy</a></u></i>
Class 11 April 10	Diversity Institute (AM)	
Class 12 April 12	Formal and Informal Assessments II	<i>N &amp; H-B 5</i> <i>Life Values Inventory (Fill out, bring to class)</i> <i>Work Values Inv. (Bring <b>blank</b> copy to class)</i>
Class 13 April 19	Career Development Interventions K-12 Guest Speaker	<i>N &amp; H-B 10, 11, &amp; 12</i> <i>NH K-12 Career Dev. Curriculum Framework</i>  <i><b>Career Development Program Due</b></i>
Class 14 April 26	Career Counseling in Community and Clinical settings Certified Career Services Provider (CCSP) Guest Speaker	<i>N &amp; H-B 8 &amp; 14</i> <i><u><a href="#">Certified Career Development Provider Info</a></u></i>
Class 15 May 3	Higher Education Settings Guest Speaker	<i>N &amp; H-B 13</i> <i><b>Career Facilitation Due</b></i>

### **Plymouth State University Policies**

#### **Academic Integrity**

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations which come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the following policy by identifying, investigating, and bringing to a resolution all cases of violation of academic integrity. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it that is dishonorable.

#### **ADA Statement**

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Spere 210 (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have a Letter of Accommodation for this course from CAS, please provide the instructor with that information privately so that you and the instructor can review those accommodation.

**Student Support Foundation** provides short-term emergency financial assistance and long-term student support. For more information, see <https://campus.plymouth.edu/student-support-foundation/>. Student Support Foundation also runs a food pantry, located in Belknap Hall. To

learn more about SSF or access the food pantry, either via open hours or a private appointment, contact the SSF advisor, at [psu-ssf@plymouth.edu](mailto:psu-ssf@plymouth.edu).

### **Counselor Education and School Psychology Department Policies**

Plymouth State University's Counselor Education and School Psychology (CESP) Department is charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The PSU CESP Department attempts to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

**Student Monitoring:** A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

**Communications:** Prompt and professional communication between students and professors is important and valued in the CESP department. To that end, it is your responsibility to regularly check your PSU email account. As stated in the CESP handbook, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

**Student Responsibilities in Monitoring Peer Professional Competency:** As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in the CESP student handbook to guide you in ethically dealing with these situations.

**Late Assignments:** Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests

for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension.

*If an assignment is handed in past the due date and no extension has been given, the final grade for that assignment will have 10% of the grade (i.e., one full grade) deducted for each day it is late.*

#### Computers and Cell Phones Use in the Classroom

Computers and cell phones may be brought into the classroom, but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos, student presentations, and any in-class role play activities they should remain closed. Cell phones play an important role in emergency situations but they should be kept on silent mode. It is inappropriate to read, receive, or sending text messages during class meetings. Use of technology, apart from recording technology and emergency needs, is prohibited during any student presentations.

**Writing:** Use Times Roman 12 point font and 6<sup>th</sup> or 7<sup>th</sup> edition APA style (except for providing an abstract) for all papers.

## APPENDIX A: CAREER FACILITATION ASSIGNMENT

There are two options for completing the experiential requirement of this course.

### **Prepracticum Experience** (this option may pose challenges during pandemic)

Spend 15 hours in a setting that fosters career development in clients/students. These environments include but are not limited to K-12 schools, career and technical centers, community colleges, four year universities, residential facilities, Vocational Rehabilitation, community mental health centers, state/county/community programs, and others.

While on the site, your responsibility is to observe career development and career development-related activities and learn from the supervisor and site. Additionally, you will need to be able to begin to help out with basic career development activities. Review the rubric for the assignment for other areas that you will need to be able to write about. Both observation and involvement in career facilitation activities are required. Site supervisors will need to send an email from their account directly to the instructor attesting to the successful completion of at least 15 hours. ~~This option is *strongly encouraged* for all students.~~

See the prepracticum contract on Moodle for more information about this experience. A signed contract is due to the instructor no later than March 8. Make sure that both you and your site supervisor retain a copy.

### **Experience-based career development facilitation**

Meet with an individual face to face and work to facilitate their career development. Your involvement needs to include 3-4 interviews. You will want to be sure to ask questions about work, relationships, and other life roles along with abilities, interests, values, personality and other factors that contribute to career development. You will need to include one or two formal or informal assessments that fit with your interviewee's needs. For instance, you may use assessments that measure abilities, interests, or values or help your interviewee explore transferrable skills or a narrative approach.

The appropriate consent document (available on Moodle) must be used and submitted. There are separate consent slips for working with minors and adults. After the consent document is signed, make two copies—one for yourself and one for the person you will be working with. Turn in the original to the instructor no later than **March 15**.

At the completion of your experience, the individual will need to send an email from his or her account directly to the instructor attesting to the completion of the experience.

*I am working directly with the PSU Career Development Office to provide individuals for you to work with this semester. I will know more specifically by class on March 1. This is an option, not required; you can find your own person to work with if you want.*

### **Required Paper**

In a 7-8 page paper, describe your experience. Regardless of which assignment you choose, your paper should have headings and contain the information clearly outlined in the rubric which is available on Moodle. Therefore, whether you are at a site or working with a single interviewee, it is important that you plan to ascertain the information required for the paper.

There is an exemplar paper on Moodle for each facilitation option. Please read the paper before you begin to give you an idea of quality, but do not imitate it.

The paper is due via Moodle as a Microsoft Word document no later than **May 3 at 3pm**. Paper copy of permission slip/prepracticum contract due in class on **March 15**. Please append the rubric for this paper after the reference page. Name your file 21 LastName Facilitation.

## Appendix B: Career Development Program

*For this assignment, students are encouraged, although not required, to work with a partner.*

Create an overview of a comprehensive career development program for a school or grade level(s), university, or community setting using standards such as the ASCA Mindsets, NH K-12 Career Development Curriculum Framework, or the National Career Development Guidelines (links in Moodle).

You may want/need to read ahead (chapters 10-14) to get a sense of the needs of your chosen population.

In your program, make sure to use these headers and discuss **all** of the following elements:

Overview: The population you will be serving **including** typical/specific population needs, **and** the theoretical orientation that guides you.

### Design

- Clear description of the design and organization of the program, including desired outcome(s), content, and objectives.
- Clear strategies/interventions for career, educational, and life planning

Implementation and Administration: How the program will be implemented and administered. Make sure this section is clear, accurate, and follows best practices.

Evaluation: How the program will be evaluated. Make sure this section is clear, accurate, and follows best practices.

This paper should be seven pages in length, excluding title and reference pages. It is due via Moodle as a Microsoft Word document no later than 3pm on April 19. Please append the rubric for this paper after the reference page. Name your file 21 LastName(s) Program.