APCE 616 Career Theory, Counseling and Assessment
Fall 2014
November 14-16; December 5-7
Lowry

Instructor: Dr. Daniel A. DeCino
E-mail: daniel.decino@unco.edu
Campus Office: Location: N/A
Office Hours: I will be available briefly after class and through e-mail and telephone. Other meeting times can be arranged if necessary.

Co-Instructor: N/A

Class Meeting Times:
November 14, 15, & 16 Fri 4:05-10 pm, Sat 8-5 pm, Sun 8-4 pm
December 5, 6, & 7; Fri 4:05-10 pm, Sat 8-5 pm, Sun 8-4pm

Credits: 3.0

Prerequisites: None

Course Description
Study theory and methods of career counseling, introduce and become familiar with career assessment instruments, and discuss current issues in the field of career counseling.

Required Text

Additional readings are available on e-reserve through the UNC library. Please go to the UNC Library homepage and click on reserves and then search by professor and click on APCE 616. All readings listed on this e-reserve are required.

Course Content
The course is designed to provide students with the knowledge of career counseling theories, assessments, and methods, introduce the use of career assessment instruments, increase knowledge to work with clients of different ages, races, ethnicities, and gender, and discuss current issues, trends, and ethics in the field of career counseling.

**KNOWLEDGE AND SKILL OUTCOMES:** Upon successful completion of this course students will:

1. Understand career development and related life factors (CACREP II.G.4).
2. Understand career development theories and decision-making models (CACREP II.G.4.a).
3. Understand avocational, educational, occupational and labor market information resources, and career information systems (CACREP II.G.4.b).
4. Understand career development program planning, organization, implementation administration, and evaluation (CACREP II.G.4.c).
5. Understand interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development (CACREP II.G.4.d).
6. Understand career and educational planning, placement, follow-up, and evaluation (CACREP II.G.4.e).
7. Demonstrate an ability to understand and use assessment instruments and techniques relevant to career planning and decision making (CACREP II.G.4.f).
8. Understand career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy (CACREP II.G.4.g).

**Course Schedule**

Please have readings completed **prior** to our class meeting time.

- **November 14**
  - Introductions
  - Review Syllabus
  - Discussion Ground Rules
  - Sharf: Introduction
  - Sharf: Trait and Factor Theory
  - Classroom discussion and activities
November 15  
Sharf: Occupations: Information and Theory  
Sharf: Work Adjustment Theory  
Sharf: Holland’s Theory of Types  
Sharf: Myers-Briggs Type Theory  
Classroom discussions and activities

November 16  
Sharf: Career Development in Childhood  
Sharf: Adolescent Career Development  
Take the Kuder and Career Key  
Classroom activities and discussion  
Midterm

December 5  
Sharf: Late Adolescent and Adult Career Development  
Sharf: Adult Career Crisis and Transitions  
Sharf: Constructivist and Narrative Approaches to Career Development  
Classroom activities and discussion (Vocational Biographies)

December 6  
Sharf: Relational Approaches to Career Development  
Sharf: Krumboltz’s Social Learning Theory  
Sharf: Social Cognitive Career Theory  
Classroom activities and discussion

December 7  
Sharf: Career Decision-Making Approaches  
Sharf: Theories in Combination  
Classroom presentation all remaining articles from e-reserve  
Activities  
Final

**Instructional Methods**

To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include group discussions, individual projects, lectures, demonstrations, facilitated reflection, and simulated activities.

**Course Requirements/Assignments**

**Attendance and Participation:** Attendance for this course is mandatory and necessary. Experiences that are conducted within the course are highly interactive and
they cannot be replicated. In order to achieve an A in the course students must attend 90% of the class time and return from breaks on time as well as arrive in class on time as well as actively participate in Blackboard activities. 50 Points of your total grade will be assigned to your attendance and participation in the course.

**Grading Standards**

Final letter grades will be assigned based on the following point distribution out of 300 total points for the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
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**Assignments**

**Vocational Autobiography**

In this assignment you are asked to consider contributing factors and significant events in your own vocational development and your career goals. You might include supporting documents that you create such as a Genogram or timeline and write about your life experiences and how they have contributed to your choice to become a counselor. Additionally you should address how these experiences will impact your work with clients surrounding career issues. The goal of this paper is to reflect on how your experiences have impacted you when making your own career decisions and following your career path as well as how you will work with clients effectively in a career setting. You should also consider how coursework, readings and experiential activities have impacted your vocational choices or philosophy surrounding career counseling as well as tying your experiences to career theory. Although there is no page minimum to this assignment you will be evaluated on the thoroughness and critical thought applied to the assignment as well as APA style, organization and clear writing.
Additionally, Thompson and Miller-Perrin (2005) suggest questions such as:
“Describe major “turning points” along your vocational journey.
Discuss moments of crisis or confusion as well as moments of joy and clarity along
your past vocational journey (e.g., experiences that have affirmed or shaken your
sense of calling).
Write about friends or mentors who have contributed to your vocational develop-
ment.
Include distractions, tensions, or barriers that have hindered the pursuit of your vo-
cational calling.”
Thompson, D. & Miller-Perrin, C. (2005). Personal stories of calling among uni-
versity professors. Pepperdine University. Retrieved on November 14, 2007 from:
dt.pepperdine.edu/projects/lilly/goshen_101705_final.ppt
Related Objectives (2,3,4,5,9)

Career Assessments
Students will log into the Kuder web-based system and take three assessments in-
cluding the Kuder Career Search with Person Match, the Kuder Skills Assessment,
and the Super’s Work Values Inventory revised. Students will also log into the Ca-
reer Key web-based system and complete the Career Key assessment. Further in-
structions will be provided in class the first weekend. Please print your results for
these assessments once you have received directions on completing these assess-
ments from your instructor and bring them to class to discuss during class time.
Related Objectives (2,3,4,5,9)

Interview: This assignment will be further discussed in class and a protocol will
be created. Following protocol, students will interview one (1) career counselor or
career professional. This could be a professional who works at the One Stop Work-
force Centers, a professional staffing agency, a youth school to work program, a
school professional who deals with career or a counselor who does career counsel-
ing. Students are encouraged to interview professionals who practice in diverse set-
tings. They are further encouraged (strongly) to audiotape the interviews with the
permission of the interviewee.

Subsequent to the interview, you are asked to (a) send a letter of appreci-
ation, and (b) write a summary of your findings that may be supported by
verbatim quotes from the interview using APA Style. The summary
should be well organized and demonstrate a personal reflection of the
findings from the interview. (Related Objectives: 1,2,3,6,7,8,9,10)
NOTE: Participation in this activity is clear evidence of professionals' professional
generosity. You must regard all information provided to you as confidential. Tapes
should be destroyed after you have completed your summary. Information they
provide should be reported without revealing the identity of the professionals you cite.

**Annotated Bibliography**

Students will prepare an annotated bibliography reflecting two (2) articles that are selected from Career Development Quarterly Journal of Career Development, Journal of Vocational Behavior, or Journal of Career Assessment (or a related journal with instructor approval) using APA Style. The articles should relate to general topics addressed in the career course and can be related to the student’s individual interest. Please do not pay for articles and instead use the UNC library’s website to access articles for this assignment. Students will prepare a one-page outline handout of one article and prepare several questions to lead in small groups. This will be explained further in class. This assignment should include approximately a two paragraph summary of the article and approximately a two paragraph personal and professional reflection on the article/topic. For guidance on writing your Annotated Bibliography, students may visit the OWL at Purdue University Website: [http://owl.english.purdue.edu/owl/resource/614/01/](http://owl.english.purdue.edu/owl/resource/614/01/)

**Related Objectives (1,2,3,7,8,)**

**Exams**

Two Exams a combination of multiple choice & true/false questions with 25 points.

**Related Objectives (1,2,3,7,10)**

- **Attendance and Participation:** (Required for an “A”) 50 Points
  - Attendance at all class meetings
  - Active involvement in small group, large group discussions, and Blackboard discussions and activities.
  - Utilize computers and cell phones appropriately
  - Active listening during lectures and discussions
  - Respectful and professional interaction with instructors & peers

- **Vocational Autobiography:** (Due December 6th) 50 Points
  - Thoroughness, grammar, & organization (20 points)
  - Evidence of critical analysis as connected to course material (20 Points)
  - APA Style including composition (10 Points)
• Oral Report of Career Assessment and Vocational Autobiography: (Due December 6th) 25 Points
  Informal in class report over activities and assignments
  Observations of the career center or office location of interview
  Reflection on your test results Other observations about your own reactions to course material

• Career Assessments (Due December 6th) 25 Points
  Take three career assessments on Kuder website and Career Key Websites and bring printed results to class and share in class discussion.

• Oral Report of Career Assessment and Vocational Autobiography: (Due December 6th) 25 Points
  Informal in class report over activities and assignments
  Observations of the career center or office location of interview
  Reflection on your test results
  Other observations about your own reactions to course material

• Interview with a Career Professional Summary (Due December 6th) 50 Points
  Must conduct a new interview
  Thoroughness, grammar, & organization (20 points)
  Evidence of critical analysis (20 Points)
  APA Style including composition (10 Points)

• Annotated Bibliography : (Due November 6th) 50 points
  APA Style, including composition (10 points)
  Summary and synthesis of main points (20 points)
  Personal and professional reflection (20 points)

• Exams 50 points
  Two Exams with 25 points each given in class

Suggested Readings


**Additional Information**

**Academic Conduct**: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.


**PowerPoint Presentations**: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

**Professional Conduct**: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

**Disability Statement**: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Honor Code**: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC’s Policies**: UNC’s policies and recommendations for academic misconduct will be followed.

**Notice**: The Office of Extended Studies reserves the right to cancel or reschedule courses based upon enrollment. Enrolled students will be contacted with information of any change.
**Student Satisfaction Evaluation:** Participants will be asked to evaluate the workshop for instructors’ knowledge, interest and enthusiasm as well as providing additional information on classes or topics which you would like to see developed as a future offering from UNC.

**Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and IPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Also any audio recording without instructor and peer knowledge of class lectures or discussions is unethical and unprofessional and will not be tolerated. Thank you for your cooperation.

*The instructor may make changes to the syllabus as the course proceeds. If this is necessary these changes will be announced in class.*