APCE 616
Career Theory, Counseling, and Assessment
Fall 2018
November 2-4; November 16-18

Instructor: Stephen L. Wright, Ph.D., LP, LPC
Class Meets: Fri 4pm–10pm; Sat 8am–5pm, & Sun 8am–4pm
Credits: 3.0
Location/Room: Denver

Office: McKee Hall 200
Office Hours: Wed 12-3; Thurs 12-2
Phone: 970.351.1838
Email: stephen.wright@unco.edu
Prerequisites: NA

Course Description: This course introduces students to theory and methods of career counseling. It also introduces and familiarizes students with career assessment instruments and provides opportunities for the discussion of current issues in the field of career counseling.

Knowledge and Skill Outcomes: Upon successful completion of this course students will have knowledge and understanding of the:

1. Theories and models of career development, counseling, and decision making (CACREP Standard 2.F.4.a). – exams, classroom discussions, & presentation
2. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP Standard 2.F.4.b). – exams, classroom discussions, activities, presentation, & paper
3. Processes for identifying and using career, avocational, educations, occupational and labor market information resources, technology, and information systems (CACREP Standard 2.F.4.c). – exams & classroom activities
4. Approaches for assessing the conditions of the work environment on clients’ life experiences (CACREP Standard 2.F.4.d). – exams, classroom discussions, activities, & paper
5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP Standard 2.F.4.e). – exams & classroom activities
6. Strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP Standard 2.F.4.f). – exams & classroom discussions
7. Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (CACREP Standard 2.F.4.g). – exams, classroom discussions, & activities
8. Strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP Standard 2.F.4.h). – exams, classroom discussions, activities, & paper
9. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP Standard 2.F.4.i). – exams, classroom discussions, activities, & paper
10. Learn about the empirical research related to career development. – exams, classroom discussions, classroom activities, & paper
11. Understand interrelationships among and between work, family, and other life roles and factors, including the role of individual and cultural diversity issues in career development. – exams, classroom discussions, classroom activities, & paper
*The methods used to evaluate each Knowledge and Skill Outcome are listed after each standard*

**Methods:** Methods of instruction include, but are not limited to the following: readings, lectures, classroom discussions, exams, paper/report, presentations, and classroom activities.

**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.

**Required Texts:**

**Additional readings will be assigned by the instructor**

**Recommended Readings:**

**Professional Conduct/Ethics:** All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

**Academic Integrity:** Students are expected to maintain academic integrity at all times. Academic dishonesty in any form, such as plagiarism, will NOT be tolerated and may result in failure of the course and possibly dismissal from the program. Students should refer to the “Student Conduct Code” for additional information such as ways to prevent academic dishonesty and/or plagiarism.
[http://www.unco.edu/dos/handbook/student_conduct_code.html](http://www.unco.edu/dos/handbook/student_conduct_code.html)

**Disability Resources:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations.

Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at [http://www.unco.edu/disability-support-services/](http://www.unco.edu/disability-support-services/)

**Inclusivity/Diversity Statement:** The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-
Electronic/Recording Devises: Using electronic/recording devises or recording software/apps in the classroom of any type will not be permitted (e.g., audio, video, photos). Students audio or video recording classroom lectures or discussions must be provided prior approval from this instructor or an accommodation letter from Disability Support Services must be provided by the student prior to recording information. Violations may result in failure of the course and possibly dismissal from the program.

Social Media: There should be no information related to this course posted or shared on any social media platform or the internet in any way. Violations may result in failure of the course and possibly dismissal from the program.

Course Requirements and Evaluation: 
(Used to achieve course objectives and content listed above)

Class Group Presentation (50 points): You are required to present on a career topic of interest that is related to the material discussed 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. Your presentation should be approximately 45 minutes in length and include the following: apply a career theory to the topic, current research in the area (minimum of 8 journal articles), and an effective career technique and/or assessment. However, a large portion of your presentation should include an experiential component in which an applied career intervention or technique is thoroughly explained and used with all the class in a small group format (e.g., constructivist laddering technique). At the end of the presentation, you should conduct a brief role-play that explains how and why you would use the intervention. The role-play and part of the presentation will be videotape and shared with others to demonstrate how to use the career intervention. All topics must be prior approved by the instructor. You will be expected to provide the entire class an outline/handout and a reference list in APA format. Your grade will be determined by ratings from your classmates and the instructor (see Expectations for Group Presentation grading sheet at the end of the syllabus). You are expected to all present equally during the presentation. You will work with others from this class, but your group cannot exceed four members.

Exams (100 points): There will be two exams consisting of multiple-choice questions and essay questions. The exams will cover the information from the book, articles, lectures, and class discussion.

Vocational Assessment Report (50): You will be required to write a career assessment report that integrates theory and test data. You will analyze your own vocational development process and complete two assessment measures that are frequently used in career counseling, which are the O*NET Interest Profiler Short Form (O*NET; http://www.onetcenter.org; http://www.onetcenter.org/IPSF.html?p=3) and the Myers-Briggs Type Indicator (MBTI). Based on the assessment results and your own personal career experiences, you will identify and apply a career theory related to your career development and goals. The report is designed for you to articulate your career development within a theoretical perspective using empirical data. In the first section of the report, you should discuss your career development by conceptualizing it from a career theory that has been presented in class. Make sure to give an overview of the theory and provide citations throughout this section; individual and cultural diversity issues
should be considered. Next you will incorporate the tests data from O*NET and MBTI by discussing the results. Remember to present the themes of O*NET and MBTI that emerge from the data or how the results of one assessment enhances/supports the findings for the other assessment. If warranted, provide a rationale as to why the results may not enhance or support the findings between the assessments. You will then integrate the information by presenting the confirmatory information, while also addressing and reconciling the disconfirmatory information. You will want to emphasize the theoretical information you discussed earlier in your report and how it is supported by the empirical data from O*NET and MBTI. In this section, you should present the most salient themes from your report to provide a strong vocational summary of your career development that is theoretically and empirically derived. Lastly, you will provide at least 5 recommendations based on all of the information from the report. The recommendations should be guided by empirical and/or theoretical literature and must be able to be implemented in a realistic manner. Scoring criteria for the report is provided at the end of the syllabus.

Please note: Only include information in your report that you are comfortable sharing and please do not disclose any personal information that you do not want to share and/or that is not related to your career development.

Writing standards: Your paper should be no more than 6 pages double spaced and written in APA style (6th ed.). As a graduate student, it is expected that you have strong writing skills. Therefore, your report should be professionally written and be free from any grammatical and spelling errors. The finished product of this report is expected to be at the quality closely representative of a professional career report that you would provide to a client.

**Leading Class Discussions (25 points):** Each student will review an article related to a contemporary issue(s) in the career field and lead a small group class discussion. Your article must have been published in the last three years. You will be responsible for providing an outline (1 page) of the article to the class, 3 – 4 class discussion questions, and then facilitate the in class discussion. The number of small groups will be determined based on class size. The article must be from one of the following journals: *Journal of Career Development, Journal of Vocational Behavior, Career Development Quarterly, or Journal of Career Assessment* (all journals are accessible on-line through UNC’s library). Provide the reference of your article in APA format.

**Attendance and Participation (25 points):** Attendance and participation related to academic content are expected at all class meetings. You should have a “capacity to relate effectively and meaningfully with individuals, groups, and/or communities.” It is expected that you participate in a professional manner and your interpersonal interactions are respectful to others, as well as you maintain a professional attitude. Self-awareness (e.g. self-assessment, self-care, openness to feedback) will also be needed to actively participate in class. Attendance is vital and each student is accountable for class participation requirements, lecture, content, and other classroom work. Missing class, being late, or a lack of participation will result in a lower final grade. If emergencies occur, please notify me before class. **Driving distance** (e.g. commuting) is not an excuse to miss class or not fulfill any course responsibilities. **Extended breaks:** Breaks will be provided throughout the class. Excessively leaving the class to take additional breaks for extended time periods will decrease your final grade. **Late Arrival:** Class will start on time and will continue for the entire scheduled time. Arriving late to class or leaving early will lower your final grade. Please note if you miss more than 4 hours of total class time by being late or taking excessive breaks, you will likely fail and probably should drop the course.
Readings and Assignments: Students are expected to have completed the assigned readings prior to coming to class and actively participate in discussions. All assignments are due at the beginning of class as scheduled in the course outline. Not reading the material and/or late assignments will significantly lower your grade.

Please note: In accordance with the student handbook, the “Professional Counseling program faculty members systematically review the progress of each student each semester.” You should expect that your performance and professional conduct related to this class to be incorporated into the review process.

Knowledge Learning Outcomes Assessed:
Career Development – Students will apply career development theories and approaches and will demonstrate the application of exploration, problem-solving, and work-life adaptation skills in their work with clients. At the end of this course, students’ learning will be assessed as it applies to career including: foundations, theories, principles, assessments, and contextual. The methods of instruction including, but not limited to: readings, lectures, classroom discussions and activities, exams, paper/report, and presentations will be used to inform the evaluation and completion of the “APCE 616: Career Counseling Assessment Rubric” See rubric listed at the end of the syllabus.

Possible point values in each area are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Group Presentation</td>
<td>50</td>
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<tr>
<td>Exams</td>
<td>100</td>
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<tr>
<td>Vocational Assessment Report</td>
<td>50</td>
</tr>
<tr>
<td>Leading Class Discussions</td>
<td>25</td>
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<tr>
<td>Attendance and Participation</td>
<td>25</td>
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</tbody>
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TOTAL POSSIBLE POINTS = 250

Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93% to 100%</td>
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<tr>
<td>A-</td>
<td>90% to 92%</td>
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<tr>
<td>B+</td>
<td>87% to 89%</td>
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<tr>
<td>B</td>
<td>83% to 86%</td>
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<tr>
<td>B-</td>
<td>80% to 82%</td>
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<tr>
<td>C+</td>
<td>77% to 79%</td>
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<tr>
<td>C</td>
<td>73% to 76%</td>
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<tr>
<td>C-</td>
<td>70% to 72%</td>
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<tr>
<td>D+</td>
<td>67% to 69%</td>
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<td>D</td>
<td>63% to 66%</td>
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<td>D-</td>
<td>60% to 62%</td>
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<td>F</td>
<td>Below 60%</td>
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Course Outline

*Readings should be completed by the day they are listed*

Assignments are due at the start of the day they are listed below and late assignments will not be accepted

Friday – Day 1
- Introductions
- Review the Syllabus
- Sharf, Chapter 1 – Introduction
- Reliability and Validity
- Trait & Type Theories
  - Sharf, Chapter 2 – Trait & Factor Theory
- Work – family interface – Dual career couples
- Class Activities and Discussions

Saturday – Day 2
- Trait & Type Theories (continued)
  - Sharf, Chapter 4 – Work Adjustment Theory
  - Sharf, Chapter 5 – Holland’s Theory of Types
  - Sharf, Chapter 6 – Myers-Briggs Type Theory
- Life-Span Theories
  - Sharf, Chapter 7 – Career Development in Childhood (Super’s Model; Gottfredson’s Theory of Circumscription, Compromise, and Self-Creation)
- Technology/Information Systems related to Career
  - Take the MBTI & O*NET
- Interpreting the MBTI and O*NET Interest Profiler Short Form (O*NET)
- Career Assessments: (SII & SCI, Vocational Card Sort, Values inventory, Interests, Career Decision Self-efficacy…)
- Diversity and Multicultural Issues

Sunday – Day 3
- Career Assessment Report Writing
- Life-Span Theory (continued)
  - Sharf, Chapter 8 – Adolescent Career Development
  - Sharf, Chapter 9 – Late Adolescent and Adult Career Development (Super’s Theory – Life Roles)

Exam 1
Friday – Day 4
- Sharf, Chapter 12 – Relational Approaches to Career Development
  - Career Genogram
- Sharf, Chapter 13 – Krumboltz’s Social Learning Theory
- Sharf, Chapter 14 – Social Cognitive Career Theory
- Vocational Overshadowing
- ASSIGNMENT DUE – Leading Class Discussions
- Students Leading Class Discussions – present your article and outline to small groups

Saturday – Day 5
- Sharf, Chapter 10 – Adult Career Crises and Transitions
- Sharf, Chapter 11 – Constructivist and narrative Approaches to Career Development –
- Sharf, Chapter 15 – Career Decision-Making Approaches
- Empirical Techniques/Interventions of career counseling

ASSIGNMENT DUE – Group Presentations
Group 1 Presentation
Group 2 Presentation
Group 3 Presentation

Sunday – Day 6
Group 4 Presentation
Group 5 Presentation
Group 6 Presentation

Vocational Report DUE
EXAM 2

****THIS SCHEDULE and READINGS ARE SUBJECT TO CHANGE****
Expectations for Group Presentation

____(5) – Thorough review of the literature: integration of theory, research, techniques, and/or assessments

____(5) – Presented in a professional manner and used multiple modalities: (e.g. PowerPoint, class discussion, role-play, class interaction, just anything beyond standing and lecturing verbatim from your outline).

____(20) – Explained and applied career intervention/technique in an effective manner

____(20) – Individual Presentation and Group Collaboration

________(50) TOTAL SCORE FOR GROUP PRESENTATION

Group Member Evaluation Form

Please rate your group members participation in your group presentation:

<table>
<thead>
<tr>
<th>Group Member</th>
<th>No Contribution</th>
<th>Appropriate Contribution</th>
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Please rate your own level of contribution:

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<tr>
<th>Your Name</th>
<th>No Contribution</th>
<th>Appropriate Contribution</th>
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Vocational Assessment Report Scoring Form

___(5) – Background Career Information: (Relevant career and academic history – if applicable, include the following areas: family influence, personal career experiences, educational experiences, career mentoring relationships, occupational history).

___(20) – Career Theory Conceptualization. (Identify and apply a career theory – give an overview of the theory as it applies to the client and provide citations throughout this section. Individual cultural and diversity factors should be considered).

___(10) – Test Results/Interpretations: (This is the body of the report and you should report and explain the results in a clear, straightforward manner. Discuss how the results of one assessment does or does not enhances/supports the findings for the other assessment).

___(10) – Summary and Recommendations: (Do not include any new information. Report the central themes and provide career recommendations based on the evaluation, for example establish mentoring relationships, engage in career written exercises, etc.).

___(5) – Professionally Written: (Proof read report; do not use jargon; individualize the report; when discussing the theory, provided appropriate citations; ethical standards and principles were upheld).

______(50) TOTAL SCORE FOR VOCATIONAL ASSESSMENT REPORT
References


**APCE 616: Career Counseling Assessment Rubric**

Career Development – Students will apply career development theories and approaches and will demonstrate the application of exploration, problem-solving, and work-life adaptation skills in their work with clients.

<table>
<thead>
<tr>
<th>Knowledge Learning Outcome Assessed</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>Student demonstrates a superior level of understanding of the history and development of career counseling. The student performs well above what would be expected of an entry-level counselor.</td>
<td>Student demonstrates a basic, entry-level understanding of the history and development of career counseling. The student performs equivalent to what would be expected of an entry-level counselor.</td>
<td>Student demonstrates a limited understanding of the history and development of career counseling. The student performs below what would be expected of an entry-level counselor.</td>
<td>Student demonstrates a lack of understanding of the history and development of career counseling. The student performs well below what would be expected of an entry-level counselor.</td>
</tr>
<tr>
<td>Theories</td>
<td>Student demonstrates a superior knowledge of emergent theories of career development and counseling. The student performs well above what would be expected of an entry-level counselor.</td>
<td>Student demonstrates basic, entry-level knowledge of emergent theories of career development and counseling. The student performs equivalent to what would be expected of an entry-level counselor.</td>
<td>Student demonstrates limited knowledge of emergent theories of career development and counseling. The student performs below what would be expected of an entry-level counselor.</td>
<td>Student demonstrates a lack of knowledge of emergent theories of career development and counseling. The student performs well below what would be expected of an entry-level counselor.</td>
</tr>
<tr>
<td>Principles</td>
<td>Student demonstrates a superior understanding of the ethics and principles of career development and decision-making over the lifespan. The student performs well above what would be expected of an entry-level counselor.</td>
<td>Student demonstrates a basic, entry-level understanding of the ethics and principles of career development and decision-making over the lifespan. The student performs equivalent to what would be expected of an entry-level counselor.</td>
<td>Student demonstrates a limited understanding of the ethics and principles of career development and decision-making over the lifespan. The student performs below what would be expected of an entry-level counselor.</td>
<td>Student demonstrates a lack of understanding of the ethics and principles of career development and decision-making over the lifespan. The student performs well below what would be expected of an entry-level counselor.</td>
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<tr>
<td>Knowledge Learning Outcome Assessed (cont.)</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Partially Proficient</td>
<td>Beginning</td>
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<tr>
<td>Assessments</td>
<td>Student demonstrates a superior knowledge of formal and informal career and work-related tests and assessments. The student performs well above what would be expected of an entry-level counselor.</td>
<td>Student demonstrates a basic, entry-level knowledge of formal and informal career and work-related tests and assessments. The student performs equivalent to what would be expected of an entry-level counselor.</td>
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</tr>
<tr>
<td>Contextual</td>
<td>Student demonstrates a superior knowledge about the roles counselors play in career development and the unique needs of diverse populations. The student performs well above what would be expected of an entry-level counselor.</td>
<td>Student demonstrates a basic, entry-level knowledge about the roles counselors play in career development and the unique needs of diverse populations. The student performs equivalent to what would be expected of an entry-level counselor.</td>
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