

University of Northern Colorado
APCE 616: Career Theory, Counseling, and Assessment
Spring 2022
Course Syllabus

March 18-20| April 1-3
Friday 4:00 – 10:00 | Saturday 8:00 – 5:00| Sunday 8:00 – 4:00

Instructor: Angela Weingartner, Ph.D., LPC, NCC Pronouns: she, her, hers
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Phone: 970-351-1968
Office Hours: As arranged

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.

This course is designed to meet the Council for the Accreditation of Counseling and Related Education Programs (CACREP) 2016 Standards. To meet accreditation standards for counselor education programs, students who successfully complete the course must master the following knowledge and skill outcomes.

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).
2. Approaches for conceptualizing the interrelationships among and between work, mental wellbeing, relationships, and other life roles and factors (CACREP Standard 2.F.4.b).
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).
4. Approaches for assessing the conditions of the work environment on clients' life experiences (CACREP Standard 2.F.4.d).
5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP Standard 2.F.4.e).
6. Strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP Standard 2.F.4.f).

7. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP Standard 2.F.4.g).
8. Strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP Standard 2.F.4.h).
9. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP Standard 2.F.4.i).

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.

Assessment of Learning

Evaluations of papers will be based on demonstrated mastery of course readings, critical reflection that shows originality and depth, skill in integration of course objectives, and clarity and brevity of presentation.

Papers should be written in accordance with APA style, 7th edition. Papers must include a title page. Assignments turned in late will received a 10% point deduction for every day that they are late.

Required Texts

Niles, S.G., & Harris-Bowlsbey, J. (2017). *Career development interventions* (5th ed.) Upper Saddle River, NJ: Pearson Education.

Zichy, S. (2007). *Career match: Connecting who you are with what you love to do*. New York, NY: AMACOM.

Required Course Assignments

Summary of Course Assignments: Students complete three learning activities:

1. Students write a vocational autobiography that details their career journey. They are expected to utilize theories discussed in class to help conceptualize their vocational autobiography.
2. Students identify two individuals to interview about their career history. Include diversity and multicultural considerations when discussing their career history. Students demonstrate comprehensive understanding of the individual's vocational history.
3. Exams: Two Exams a combination of multiple choice & true/false questions worth 25 points each will be given during mid-term and finals on Canvas.

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. Twenty-five points of your total grade will be assigned to your attendance and participation in the course.

Confidentiality: In addition to the University of Northern Colorado policies, this course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class or supervision is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as evidenced in the current ACA codes will be followed

Course Assignments:

Assignment 1: Vocational Autobiography Due March 19th, (8-10 pages)

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 especially how it relates to career theory. You also need to consider how coursework (specifically career theories), readings and experiential activities have impacted how you see your vocational choices or philosophy surrounding career counseling. You will be evaluated on the thoroughness and critical thought applied to the assignment as well as APA style, organization and clear writing.

Describe major “turning points” along your vocational journey.

Write about friends or mentors who have contributed to your vocational development.

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).

Assignment 2: Career Interview Paper Due April 3rd (8-10 pages)

Two Interviews

Students will conduct two interviews, choosing from among five different workforce populations. Interviews should take around 30 minutes to complete. For guidelines about

interview questions, see page 9 of the syllabus. Examples of potential interviewees include: UNC faculty, friends, colleagues, extended family, friends of parents, etc. Students are not allowed to interview more than one family member, including extended family. Students will conduct two interviews from the following five choices:

- a. Single-career worker: An adult who has only worked at one full-time job for the majority of their career (at least 15+ years)
- b. Multi-career worker: An adult who has worked at least three different full-time jobs since they turned 18, in at least two different fields
- c. Re-entry worker: Either an adult who is a displaced homemaker, or any adult who recently returned to the workforce within the past 5 years
- d. Minimum wage worker: An adult who is currently working a minimum wage job
- e. Soon-to-be-worker: A young adult (ages 18-22) who is either in school, or receiving training to join the workforce. This worker cannot be employed on a full-time basis.
- f. Military Transition: A service member who is currently preparing for or has recently transitioned out of the military or retiring from the military and is pursuing civilian occupations.

Student will turn in a paper, summarizing their two interviews. As this is the final paper of the course, you are expected to apply the knowledge you have learned throughout this course to your interviewees. For example, include potential assessments you might use with this client, incorporate a theory that fits with your interviewees' career trajectory, etc. This paper should be between 8-10 pages in length.

NOTE: Participation in this activity is clear evidence of professionals' professional generosity. You must regard all information provided to you as confidential. Information they provide should be reported without revealing the identity of the professionals you cite.

4. Midterm and Final Exam (25 points each)

An in-class midterm and final exam will be given on the afternoon of each Sunday. This cumulative exam will consist of multiple choice questions.

Evaluation:

- Attendance and Participation: (Required for an "A") 25 Points
 - Attendance at all class meetings and complete all in class activities
 - Active involvement in small group and large group discussions
 - Utilize computers and cell phones appropriately
 - Active listening during lectures and discussions
 - Respectful and professional interaction with instructors & peers
- Vocational Autobiography: 75 Points
 - Thoroughness, grammar, & organization (30 points)
 - Evidence of critical analysis (30 Points)

APA Style including composition (15 Points)

- Career Interview

Must conduct a new interview

75 Points

Thoroughness, grammar, & organization (30 points)

Evidence of critical analysis (30 Points)

APA Style including composition (15 Points)

- Exams

50 points

Two Exams with 25 points each give during mid-terms and finals week.

Grading Standards

Final letter grades will be assigned based on the following 200 total point distribution:

| | | | |
|-----------|----------|-----------|-----------|
| A | 93-100 % | C | 73-76 % |
| A- | 90-92 % | C- | 70-72% |
| B+ | 87-89% | D+ | 67-69 % |
| B | 83-86% | D | 63-66% |
| B- | 80-82% | D- | 60-62 % |
| C+ | 77-79% | F | Below 60% |

Career Interview Guidelines

Note: The questions below are meant to help guide you. Therefore, deviations from the questions are allowed and encouraged

1. Please tell me about your career development journey so far. I'd like to know...
 - a. What was your experience of "career counseling" during school (ages 5-18)?
 - b. What choices did you make as a young adult (ages 15-24) about your career?
 - c. What factors were important to you when you made these choices as a young adult?
 - d. What jobs have you worked since becoming an adult?
 - e. What did you learn about the "world of work" from each job?
2. **[For single-career worker]:** What has sustained you in this career for so long? How has your work environment changed since you started working in your career field?
3. **[For multi-career worker]:** What has motivated your job changes? How have your job changes impacted your career development?
4. **[For re-entry worker]:** What has motivated you to rejoin the workforce? How has this transition been?
5. **[For minimum wage worker]:** What do people need to know about subsisting on a minimum wage salary? What makes your experience unique?
6. **[For soon-to-be-worker]:** What hopes do you have about joining the workforce? What fears do you have? How might these fears influence your career choices?
7. **[For military transition worker]:** What resources are most helpful for individuals transitioning from military to civilian employment?

Tentative Outline of Course Schedule-

| Date | Niles & Harris-Bowlsbey Book Chapters | Articles/Information on Canvas | Assignments & Due Dates |
|-------|---|--|---|
| 03/18 | Introduction, course syllabus and review <ul style="list-style-type: none"> • Chapter 2: Understanding and Applying Theories of Career Development • Chapter 3: Understanding and Applying Recent Theories of Career Development • Chapter 8: Career Counseling Strategies and Techniques for the 21st Century | | |
| 03/19 | <ul style="list-style-type: none"> • Chapter 15: Ethical Issues in Career Development Interventions • Chapter 4: Providing Culturally Competent Career Development Interventions • Chapter 5: Assessment and Career Planning | Chan, Parker, Love, Inselman, Britt Jr., & Ford Jr. (2019) Article on Canvas | Vocational Autobiography Due |
| 03/20 | <ul style="list-style-type: none"> • Chapter 6: Career Information and Resources • Chapter 7: Using Technology to Support Career Counseling and Planning • Chapter 9: Designing, Implementing, and Evaluating Career Development Programs and Services | | In-class Midterm |
| 04/01 | <ul style="list-style-type: none"> • Chapter 10: Career Development Interventions in the Elementary Schools | | Bring MBTI Results to Class |

| | | | |
|-------|--|--|--|
| | <ul style="list-style-type: none"> • Chapter 11: Career Development Interventions in Middle Schools • Chapter 12: Career Development Interventions in High Schools | | |
| 04/02 | <ul style="list-style-type: none"> • Chapter 14: Career Development Interventions in Community Settings • Zichy: Part 1 | | <p>Strong Interest Inventory</p> <p>Bring Career Match Book to Class</p> |
| 04/03 | No reading | | <p>Career Interview Paper Due</p> <p>Final Exam</p> |

The instructor may make changes to the syllabus as the course proceeds.

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.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

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 failure of the course and/or grounds for dismissal from the program.

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, and iPads. 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 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.

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 students’ inclusion or to accurate assessments of students’ achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

Confidential Campus Resources

Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-1490

Web: unco.edu/asap

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040

Email: advocacy@unco.edu

UNC Counseling Center

Office Located: 2nd floor of Cassidy Hall

Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm

Web: unco.edu/counseling-center

Psychological Services

Office Located: McKee Hall Room 247

Office Phone: 970-351-1645

Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Hours: By Appointment

Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Additional Syllabus Statements

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student *resources*, or to schedule an *appointment*, visit the website: www.unco.edu/career/students or for student *events*, visit: www.unco.edu/career/events.

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office. As of August 12, 2021, masks are required in all indoor spaces, except for limited exceptions. Instructors who can maintain a 6 foot distance from students are exempt while engaged in instructional activity.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)

924 20th St
Greeley, CO 80639
(970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)

1410 20th St
 Greeley, CO 80639
 (970) 351-2424

ChavezCenter@unco.edu

Center for Womens and Gender Equity (Resource Center) & Stryker Institute for Leadership

Development
 1915 10th Ave
 Greeley, CO 80639
 970-351-1492

cwge@unco.edu

Center for Gender and Sexuality (Resource Center)

2215 10th Ave., Campus Box 42
 Greeley, CO 80631
 970-353-0191

gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)

928 20th St., Campus Box 41
 Greeley, CO 80639
 (970) 351-2351

MGCC@unco.edu

Native American Services (Cultural Center)

924 20th St
 Greeley, CO 80639
 (970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)

1815 8th Ave
 Greeley, CO 80631
 970-351-1403

timothy.nellett@unco.edu

Food Insecurity and Basic Needs

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may

contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.