



Master of Science in Counseling (MSC)

Syllabus

MSC 604, Section ASY – Career Counseling

Spring Semester 2022

3 Credit Hours

Dates:	January 10 – May 01, 2022
Day/Time:	Asynchronous Course Delivery
Room:	MSC 604 - Moodle Collaborate
Settings:	Course also meets via Moodle Collaborative Meetings via Moodle – Mandatory on 01/11 and 04/21 – 6pm-7pm (MT)
Instructor:	Dr. Sylvia Lindinger-Sternart, CRC, LCPC (MT) Associate Professor of Counseling
Contact:	Email: Sylvia.Lindingersternart@uprovidence.edu Phone: 406-791-5353 Fax: 406-791-5990
Office:	Library Building, Office 110
Office Hours:	Tuesday from 1:00 – 3:00 pm. Available by appointment via office or Collaborate Moodle
Website:	https://www.uprovidence.edu/clinical-mental-health-counseling/

I. Course Description

- A. Catalog Description: The Career Counseling course emphasizes skills and knowledge specific to career guidance and counseling interventions. Studies include theories, planning strategies, program models with individuals and groups, computer – assisted delivery systems, and assessment tools. In short, students will gain an understanding of career development and the interrelationships among work, family, and other life events.
- B. Methods of Instruction: Career Counseling will be taught in an online format using discussion forums, in-depth analysis of assigned readings, self-assessment activities, career interviews, papers and research writing. It is expected that students will have read all readings and be prepared to engage in discussion forums regarding major ideas and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thinking, integrating information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

II. Program Student Learning Objectives

CAREER COUNSELING

By the end of this program, students will be able to:

Analyze theories and models of career development related to counseling.

Describe strategies for career development program planning and implementation.

Understand the interrelationships among work, personal relationships, and mental well-being.

Facilitate Career skills development and activities for those who need them.

III. Behavioral Objectives for Course / Anticipated Student Competencies / (CACREP Standards)

A. Upon completion of this course, the successful student will be able to:

KNOWLEDGE/SKILLS/SCHOLARSHIP

1. Understand career development history, theory, and practice (S2.F.4.a.).
2. Identify, develop and understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (S2.F.4.b).
3. Using occupational information (S2.F.4.c).
4. Identify and develop approaches for assessing the conditions of the work environment on clients' life experiences (S2.F.4.d).
5. Experience taking, understanding and interpreting career assessment instruments; ie. interests, skills, values, personality, etc (S2.F.4.e).
6. Identify and develop strategies for career development program planning, organization, implementation, administration, and evaluation (S2.F.4.f).
7. Exploring labor market trends (S2.F.4.g).
8. Identify and develop strategies for facilitating client skill development for career, educational, and life-work planning, and management (S2.F.4.h).
9. Identify and develop methods of identifying and using assessment tools and techniques relevant to career planning and decision making (S2.F.4.i).
10. Exposure to computer assisted guidance.
11. Developing a career resource center/library.
12. Understanding career counseling and development for multicultural populations (S2.F.4.j).
13. Learning about the National Career Development Guidelines.

CACREP STANDARDS – Section 2 (S2)

4. Career Counseling

- a. theories and models of career development, counseling, and decision making (S2.F.4.a).
- b. understands approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (S2.F.4.b).
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (S2.F.4.c).
- d. approaches for assessing the conditions of the work environment on clients' life experiences (S2.F.4.d).
- e. strategies for assessing abilities, interests, values, personality and other

- factors that contribute to career development (S2.F.4.e).
- f. strategies for career development program planning, organization, implementation, administration, and evaluation (S2.F.4.f.).
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (S2.F.4.g).
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management (S2.F.4.h).
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making (S2.F.4.i).
- j. ethical and culturally relevant strategies for addressing career development (S2.F.4.j).

IV. Prerequisites to the Course and Requirements This Course Fulfills:

- A. This is a **required course for MSC students**, and it has **no prerequisites**.
- B. Students **must earn a B or better** to proceed to the next semester of coursework.

V. Required and/or Recommended Texts and Course Materials

REQUIRED TEXT

- A. Zunker, V. (2011). *Career counseling: A holistic approach*, 9th Edition, Nelson Education. Boston, USA: Cengage Learning.
- UT Online Bookstore: <https://uprovidence.textbookx.com/institutional/index.php>

RECOMMENDED TEXTS

- B. American Psychological Association (2020). *Publication manual of the American Psychological Association*, Seventh Edition, published by the American Psychological Association. ISBN: 978-1-433-83217-8

VI. Course Requirements

A. Professional Dispositions

Students will be evaluated on their ability to demonstrate and progress in the following professional dispositions in this course and throughout the program:

- **Mindfulness.** Active, open attention on the present; observing one's thoughts and feelings without judgment
- **Engagement.** Involvement and commitment to one's own and other's personal and professional development
- **Reflexivity.** An awareness and exploration of one's own belief systems and values, and their impact on relationships with self and others
- **Curiosity.** Eagerness to know, discover, and generate; interest leading to inquiry
- **Integrity.** Consistent commitment to professional ethics and values of the counseling profession; holding steadfastly true to one's commitments
- **Empathy.** The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another
- **Professionalism.** Maintaining conduct and qualities that characterize a counseling professional

All students will be expected to model these dispositions during class meetings.

B. Assignments:

1. MOODLE Discussion Participation (30%).

Discussion Board - Respond - DUE Sundays, 11:55pm (min. 250 words - max. 750 words). You are encouraged to be active on the Collaboration/Discussion forum to learn from each other, minimum of 1 posting/week; up to 3 posting are recommended. Discussions on Moodle will be run with a seminar focus where students engage in active learning. Studies show that students with high participation records get better grades and comprehend more about a given subject.

Please sign into the course every other day (at a MINIMUM). Please be sure to read, contemplate, and respond to the postings provided by other students because reading, thinking, and discussing what other students have to say will deepen your learning of the material. If the professor of the course poses a question, you **MUST** respond. Sometimes the posting will be to an individual; sometimes the posting will be to all students in the course. Your initial posting must be completed by the date that is provided on Moodle of any given week. Each discussion posting must be "unique". Unique means 2 things: your posting must present material that has not already been posted by another student and your posting must be more than merely supportive. Support is a very important part of your postings, but you must factually argue why you are supportive based on material that is pertinent to the course (APA style). Points are mostly based on your presentation of factual material from the textbooks for this course so citing according to APA style is important.

2. CAREER COUNSELING PROCESS

The career counseling process has three parts. Please read all of them to plan your process. You can decide how you assess the client's information in the interview (**PART 1**) and assessment procedure (**PART 2**), but you need to use O*Net Online source for the Occupational Report (**PART 3**) <https://www.onetonline.org/>. Therefore, I suggest getting familiar with this online source at begin of the career counseling process.

A. Occupational Interview (10%) PART 1 – DUE 01/30

Conduct an informational interview with a person who may consider a career change. Please do not use the real names rather use initials or just a code name. Write a 3-5 pages paper summarizing the interview that includes the following:

- a. Basic demographic data such as age, gender, education, ethnicity of the person, their occupation, and where they work.
- b. A description of the current work or the last professional work if they are unemployed currently.
- c. A description of the major challenges they face in their work setting, both with the work itself and institutional challenges.
- d. A description of what they like least/most about their work.
- e. What part of their work do they find to be most challenging?
- f. How do they handle stress and compassion fatigue?
- g. How did you assess the client's personality traits, interests (Building, Thinking, Creating, Helping, Persuading, Organizing), experiences, values, skills, technology skills, knowledge, abilities, and preferred work activities and work context, preferred tasks, technology Skills, knowledge, skills, abilities, work activities, work context?
- h. A brief conclusion – what did you discover in your interview and research that

may be of value to you when offering career counseling for a client who seeks a career change or is forced for a career change because of an accident or other life circumstances?

B. Assessment Profile (10%) PART 2 – DUE 02/27

Students will write a 3-5 pages typewritten, double-spaced paper describing how they have assessed the interviewed client's personality traits, interests (Building, Thinking, Creating, Helping, Persuading, Organizing), experiences, values, skills, technology skills, knowledge, abilities, and preferred work activities and work context. You can structure the paper into the various parts above as these attributes of the client will build the basis for the Occupational Report that outlines one or two possible occupational choices for the specific client. You can use any assessment tools that you find valuable; for instance, Chapter 6 in the textbook describes some self-assessment procedures that you can use. You can use the **Interest Profiler O*Net** <https://www.mynextmove.org/explore/ip> or you may visit the website for a free online test with the major attributes according to **Holland**:

<https://www.truity.com/test/holland-code-career-test>

The paper focuses on your assessment procedure and results of the client and you will only be mentioning 1-3 possible career choices in your conclusion as this builds the basis for the Occupational Report.

C. Occupational Report (20%) PART 3 - DUE 03/13

Students will research various aspects of one occupation that would be suitable for the client whom they have interviewed and assessed. Please use the online source **O*Net Online** <https://www.onetonline.org/> as this offers a great source and you can find out the SOC number. Students will complete a 3-5 pages typewritten, double-spaced paper analyzing this occupation.

The following items should be included in your report:

1. A detailed description of the occupation (nature of the work, working conditions,
2. education/training required, employment outlook, salary, etc.)
3. List the SOC number.
4. Include a bibliography of at least three sources of easily accessible information on this occupation.
5. A brief rationale why this occupation is suitable for your interviewed client.
6. A summary learning – what did you discover in your research that may be of value to serve as a clinical mental health counselor who may assist a client with career counseling.

3. Final Career Counseling Paper (30%): Due 04/03

Each paper must be based upon at least 5 research articles from peer-reviewed journals and professional books in the fields of counseling and/or psychology (this includes the texts). The major emphasis of the content is the theoretical foundation of career counseling. The paper must be written according to the APA style manual. The paper must be a **minimum of 10 pages** long (excluding the title page, abstract, reference page(s) and any figures or tables).

I suggest selecting a particular client/population whom you assist in developing or changing a career. This selection will help you to select a specific theory of career development and address other parts accurately. Using your theory/Model to explain the key relationships between work and mental health for your clients. Explain how you would assess your clients to determine the degree to which career counseling may help to improve their mental health and

well-being. Describe how you will incorporate career issues into your treatment planning. Include a discussion of what career resources may be useful when developing Treatment Plans. A conclusion, concisely summarizing your main points that clearly demonstrates your understanding of the course content. Failure to turn in the paper will result in 0 points for this assignment. The paper must be submitted on Moodle and is due **April 3rd**.

Late work: 10% of your earned points will be deducted for each calendar day that your work is turned in late. Exceptions may be granted with documentation of emergent circumstances and approval of the instructor. Your evaluation will be based on the provided rubric below.

Rubric – Career Counseling Academic Paper

Criteria	1 Emerging	2 Progressing	3 Proficient	4 Exemplary
SOURCES/QUALITY of Information 10%	Used no academic peer-reviewed articles/professional books but some Internet links to provide information.	Used one/two academic peer-reviewed articles/professional books but also Internet links to provide and partially support inform.	Used three/four academic peer-reviewed articles/professional books but also Internet links to provide and support information.	Used five or more academic peer-reviewed articles/professional books to provide and support accurate information.
Theories and models of career development, counseling, and decision-making (S2.F.4.a). 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Career Theory Describe one theory of career development and career counseling model that that is evidence-based for the specific group.	Integrated concepts from at least 1 cited source to support this section. Career Theory Describe one theory of career development and career counseling model that that is evidence-based for the specific group.	Integrated concepts from at least 2 cited sources to support this section. Career Theory Describe one theory of career development and career counseling model that that is evidence-based for the specific group.	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Career Theory Describe one theory of career development and career counseling model that that is evidence-based for the specific group.
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (S2.F.4.b). 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Conceptualization Describe how you conceptualize your client/s considering the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (gender, ethnicity, SES)	Integrated concepts from at least 1 cited source to support this section. Conceptualization Describe how you conceptualize your client/s considering the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (gender, ethnicity, SES)	Integrated concepts from at least 2 cited sources to support this section. Conceptualization Describe how you conceptualize your client/s considering the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (gender, ethnicity, SES)	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Conceptualization Describe how you conceptualize your client/s considering the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (gender, ethnicity, SES)
Processes for identifying and using career, a vocational, educational, occupational, and labor market information resources, technology, and information systems (S2.F.4.c). 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Describe Processes how you identify career information such as educational, vocational, knowledge, and labor market information resources, technology,	Integrated concepts from at least 1 cited source to support this section. Describe Processes how you identify career information such as educational, vocational, knowledge, and labor market information resources, technology,	Integrated concepts from at least 2 cited sources to support this section. Describe Processes how you identify career information such as educational, vocational, knowledge, and labor market information resources, technology,	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Describe Processes how you identify career information such as educational, vocational, knowledge, and labor market information resources, technology,

	and information systems to benefit your client/s.	and information systems to benefit your client/s.	and information systems to benefit your client/s.	and information systems to benefit your client/s.
Approaches for assessing the conditions of the work environment on clients' life experiences (S2.F.4.d). 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Describe Approach how you assess the conditions of the work environment on client's work experiences (Integrating career and personal counseling, Career counseling intake interview, assessment tool, etc.)	Integrated concepts from at least 1 cited source to support this section. Describe Approach how you assess the conditions of the work environment on client's work experiences (Integrating career and personal counseling, Career counseling intake interview, assessment tool, etc.)	Integrated concepts from at least 2 cited sources to support this section. Describe Approach how you assess the conditions of the work environment on client's work experiences (Integrating career and personal counseling, Career counseling intake interview, assessment tool, etc.)	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Describe Approach how you assess the conditions of the work environment on client's work experiences (Integrating career and personal counseling, Career counseling intake interview, assessment tool, etc.)
Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (S2.F.4.e). 10%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Assessment Strategies How do you assess the client's personality traits, abilities, interests, values, and other factors that contribute to career development to assist the client in developing or changing a career. (Psychometric concepts, self-assessments, etc.)	Integrated concepts from at least 1 cited source to support this section. Assessment Strategies How do you assess the client's personality traits, abilities, interests, values, and other factors that contribute to career development to assist the client in developing or changing a career. (Psychometric concepts, self-assessments, etc.)	Integrated concepts from at least 2 cited sources to support this section. Assessment Strategies How do you assess the client's personality traits, abilities, interests, values, and other factors that contribute to career development to assist the client in developing or changing a career. (Psychometric concepts, self-assessments, etc.)	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Assessment Strategies How do you assess the client's personality traits, abilities, interests, values, and other factors that contribute to career development to assist the client in developing or changing a career. (Psychometric concepts, self-assessments, etc.)
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (S2.F.4.g). 5%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Advocacy Strategies What strategy would you use to advocate for diverse clients' career and educational development and employment opportunities in a global economy (Career counseling for special populations, information about scholarships, etc.)	Integrated concepts from at least 1 cited source to support this section. Advocacy Strategies What strategy would you use to advocate for diverse clients' career and educational development and employment opportunities in a global economy (Career counseling for special populations, information about scholarships, etc.)	Integrated concepts from at least 2 cited sources to support this section. Advocacy Strategies What strategy would you use to advocate for diverse clients' career and educational development and employment opportunities in a global economy (Career counseling for special populations, information about scholarships, etc.)	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Advocacy Strategies What strategy would you use to advocate for diverse clients' career and educational development and employment opportunities in a global economy (Career counseling for special populations, information about scholarships, etc.)
Strategies for facilitating client skill development for career, educational, and life-work planning and management (S2.F.4.h). 5%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Skill Development What strategy would you use to facilitate the client's skill development for career, educational, and life-work planning and management. (Recommendation of a career counseling	Integrated concepts from at least 1 cited source to support this section. Skill Development What strategy would you use to facilitate the client's skill development for career, educational, and life-work planning and management. (Recommendation of a career counseling	Integrated concepts from at least 2 cited sources to support this section. Skill Development What strategy would you use to facilitate the client's skill development for career, educational, and life-work planning and management. (Recommendation of a career counseling	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Skill Development What strategy would you use to facilitate the client's skill development for career, educational, and life-work planning and management. (Recommendation of a career counseling

	program in educational settings such as schools, transitions of working adults, re-entry program prison, etc.)	program in educational settings such as schools, transitions of working adults, re-entry program prison, etc.)	program in educational settings such as schools, transitions of working adults, re-entry program prison, etc.)	program in educational settings such as schools, transitions of working adults, re-entry program prison, etc.)
Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (S2.F.4.i). 5%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Method Career Planning & Decision Which methods are you using to identify important factors relevant to career planning and decision making (Basic counseling skills such as open questions to identify the client's needs and abilities, O*Net Online, etc.)	Integrated concepts from at least 1 cited source to support this section. Method Career Planning & Decision Which methods are you using to identify important factors relevant to career planning and decision making (Basic counseling skills such as open questions to identify the client's needs and abilities, O*Net Online, etc.)	Integrated concepts from at least 2 cited sources to support this section. Method Career Planning & Decision Which methods are you using to identify important factors relevant to career planning and decision making (Basic counseling skills such as open questions to identify the client's needs and abilities, O*Net Online, etc.)	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Method Career Planning & Decision Which methods are you using to identify important factors relevant to career planning and decision making (Basic counseling skills such as open questions to identify the client's needs and abilities, O*Net Online, etc.)
Ethical and culturally relevant strategies for addressing career development (S2.F.4.j). 5%	Failed to integrate any concepts from other sources in a meaningful way to support this section. Ethical Career Counselor Describe briefly what you will consider on being an ethical career counselor (Boundaries, confidentiality, etc.).	Integrated concepts from at least 1 cited source to support this section. Ethical Career Counselor Describe briefly what you will consider on being an ethical career counselor (Boundaries, confidentiality, etc.).	Integrated concepts from at least 2 cited sources to support this section. Ethical Career Counselor Describe briefly what you will consider on being an ethical career counselor (Boundaries, confidentiality, etc.).	Integrated concepts from at least 2 cited sources to support this section. This integration flowed smoothly and showed vast creativity. Ethical Career Counselor Describe briefly what you will consider on being an ethical career counselor (Boundaries, confidentiality, etc.).
ORGANIZATION and PARAGRAPH CONSTRUCTION 5%	The information appears to be disorganized. Paragraphing structure was not clear and sentences were not related within the paragraphs.	Information is organized, but paragraphs are not well constructed. Paragraphs included related information but were typically not constructed well.	Information is organized with well-constructed paragraphs. Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Information is very organized with well-constructed paragraphs and subheadings. All paragraphs include introductory sentence, explanations or details, & concluding sentence.
MECHANICS and Academic LANGUAGE 5%	Many grammatical, spelling, or punctuation errors. Use of slang and informal language. The paper is shorter than 10 pages (excluding the title page, abstract, reference page(s) and any figures or tables).	A few grammatical spelling or punctuation errors. Use of informal and subjective language. The paper is either shorter than 10 pages or longer than 12 pages (excluding the title page, abstract, reference page(s)).	Almost no spelling, grammatical or punctuation errors. Use of formal language. The paper is 10 pages (excluding the title page, abstract, reference page(s)). The paper does miss an abstract or title page.	No grammatical, spelling or punctuation errors. Appropriate use of formal and objective academic language. The paper has 10 pages (excluding the title page, abstract, reference page(s))
APA STYLE – SOURCES CITATION 10%	Some sources are not accurately documented in text and reference list.	All sources (information and graphics) are accurately documented, but many are not in the desired APA format.	All sources (information and graphics) are accurately documented, but a few are not in the desired APA format.	All sources (information and graphics) are accurately cited in the desired APA format.

VII. Grading

A. Grade Calculation

1. There are 1000 points available for this course:

- | | |
|---|------------------|
| (a) 300 points - MOODLE Discussion Participation (30%). | |
| (b) 100 points - Occupational Interview Paper – Part 1 (10%) | DUE 01/30 |
| (c) 100 points - Assessment Profile Paper – Part 2 (10%) | DUE 02/27 |
| (d) 200 points - Occupational Report Paper – Part 3 (20%) | DUE 03/13 |
| (e) 300 points – Career Counseling Academic Paper (30%) | DUE 04/03 |

2. At the end of the quarter, grades will be assigned as follows:

- A: 100-90%
- B: 89-80%
- C: 79-70%
- D: 69-60%
- F: 59-0%

B. Late or missed work policy: For each calendar day that your assignment is turned in late, the grade will be dropped by 25%.

VIII. Class Attendance Policy

A. **University of Providence Policy:**

Students are expected to attend all classes and complete all assigned work. Attendance includes attending on-campus classes and logging on a minimum of 3 times per week for on-line courses. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus.

Students who miss classes due to participation in University sanctioned events or COVID related restrictions on face-to-face attendance (updates published on the UP COVID-19 page) are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself.

In isolated cases involving family or medical emergencies, students are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies. Faculty will be notified directly by the designated university point person if a student must be absent for quarantine, isolation, or other COVID related reasons.

B. **Tracking Class Attendance**

Regardless of course-specific attendance and grading policies, UP requires formal tracking of all students who attend face-to-face classes. Attendance will be tracked using Moodle. Only students who are registered in and attend a class will appear on a class roster through Moodle. For financial aid reasons, all faculty are required to track student activities in such a way as to be able to identify the approximate date of a student's last attendance. This attendance information will also be used by local public health authorities for contact tracing purposes.

C. **Instructor's additions to the attendance policy:**

Communication is key to success in the course. Please communicate your learning needs

early if you find yourself falling behind in the course, so that a success plan can be put into place for you. If you feel any symptoms you may feel are related to COVID-19, notify your instructor immediately so alternative learning plans can be established.

IX. Academic Misconduct

- UP Policy:
“Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct.
To view the complete University of Providence Academic Misconduct policy please see the Undergraduate Catalog found on the University of Providence website.
<https://www.uprovidence.edu/wp-content/uploads/2020/09/2020-2021-Catalog.pdf>

A. The University of Providence strives to maintain an environment of trust, respect, and integrity that facilitates the pursuit of scholarly goals. As such, students are expected to exhibit high standards of academic conduct.

Cheating: Use or attempted use of unauthorized material, information, study aid, or electronic data that the student knows or should know is unauthorized in any academic assignment, exercise, paper, or examination. Cheating also encompasses the provision or acceptance of any unauthorized assistance during an examination or assignment to be completed individually, including but not limited to talking to another student, viewing or copying another student's examination or assignment, making or receiving gestures from another student, or engaging another person to complete an assessment or examination in place of the student.

Plagiarism: Representation of another's work as one's own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both. *(To see the full wording please visit the Graduate Catalog on the University of Providence Website: Academic Policies and Procedures section).*

Initial Procedure regarding Academic Misconduct

The course instructor meets with the student (either in person or video conferencing) to discuss the incident. The student will be informed of the course instructor's suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor.

The course instructor is the initial judge of whether a student is guilty of academic misconduct and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

The student shall be provided written notification of the course instructor's decision and sanction, normally within five business days. The minimum penalty for an act of academic misconduct shall be a grade of “F” (failure) on the paper, assignment, or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of “F” (failure) for the course.

Copies of plagiarized work or other written evidence of the academic misconduct will be

placed on file with the Coordinator of Student / Faculty Relations. This file is separate from the student's permanent academic file and confidential. First violations of the Code are a part of this confidential record. Second violations are handled on a case-by-case basis and will become part of the student's academic file only in those instances when subsequent offenses are serious enough to warrant inclusion.

Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion. Appeal Should a student disagree with an instructor's judgment; the student may appeal the instructor's decision by following the "Academic Related Appeals Process". (University of Providence Catalog: "Academic Policies")

B. Instructor's additions to the Academic Conduct policy

X.Provision for Special Needs

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit with Carilyn Voorhies, Disabilities Advocate, Interim Director of TRIO Student Support Services, Phone 406-791-5915.

XI.Tentative Class Schedule and Outline

See last page of this syllabus

XII.Policy on Diversity:

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. With this in mind, the participants in this class are encouraged to bring their own life experiences and viewpoints to accept on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, principle, religion, gender, sexual orientation, martial-status, or political ideology. In other words: you must be kind. Intolerance is never acceptable.

XIII. Student Responsibilities and Tips for How to Do Well

- The "rule of thumb" for graduate courses is 3 or 4 hours of out of class work for each credit hour assigned to the course. For this 3-hour course, you should allocate at least 9 hours per week for reading, participating in the Moodle portion of the course, and writing papers.
- Please be sure to read the assigned chapters **prior** to answering the discussion board questions. Remember, points are earned based on your presentation of factual material.
- Some of the lecture time for this course comes from participating in the discussion boards. Please make sure that you allocate at least 3-4 hours/week to reading the assigned chapters and at least 2-3 hours/week to participating in the discussion boards.
- At a minimum, log into the Moodle component of the course every other day. This is one of the ways that you "come to class". I encourage you to ask questions and voice your opinions! Treat this class as a live seminar with an online component. Sign in, think deeply, participate, and always be kind in your interactions with others. Remember, written words are much more likely to be misconstrued because of all the non-written cues that are missing. Please be careful and considerate.
- Come to the Collaborate meetings at begin and end of the semester. The meetings will provide you the opportunity to meet and know one another personally.
- Due to the nature of discussions involved in this class, it is important that we respect each other's opinions and values. You are expected to participate in online discussions in such a manner as to maximize learning for yourself and your classmates while maintaining a safe

environment for open and free expression of ideas by adhering to professional guidelines becoming of a clinical mental health counselor.

Academic Support Centers

This is a great, FREE resource for students.

<https://www.uprovidence.edu/academics/student-academic-support/>

- Library
- Trio Student Support Services
 - Mathematics Center
- Writing & Critical Thinking Center
 - Disability Services
- Academic Success Center
 - Helpful Resources
 - Academic Alerts
- Alluvion Health (Behavioral/Mental Health)

• The grid - Goals & Objectives from the University:

Master's degree Requirement	Competency objectives CACREP Standards	MSC 604 (Career Counseling: Behavioral/course objectives	Assessment / Measurements
Reflective Learning: To apply major theoretical perspectives in their field of study to real-life cases & to reflect on these applications	Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (S2.F.4.i)	9. Identify and develop methods of identifying and using assessment tools and techniques relevant to career planning and decision making (S2.F.4.i).	Career Counseling Academic Paper
	Theories and models of career development, counseling, and decision making (S2.F.4.a)	1. Evaluating and applying career development history, theory, and practice (S2.F.4.a.).	Career Counseling Academic Paper
	Strategies for facilitating client skill development for career, educational, and life-work planning and management (S2.F.4.h).	8. Identify and develop strategies for facilitating client skill development for career, educational, and life-work planning, and management (S2.F.4.h).	Career Counseling Academic Paper
Reflective Practice: To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study	Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (S2.F.4.e)	5. Applying learned knowledge of experience taking, understanding and interpreting career assessment instruments; for instance, interests, skills, values, personality. (S2.F.4.e).	Career Counseling Academic Paper
	Approaches for assessing the conditions of the work environment on clients' life experiences (S2.F.4.d)	4. Analyzing approaches for assessing the conditions of the work environment on clients' life experiences (S2.F.4.d).	Career Counseling Academic Paper
	Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (S2.F.4.c)	3. Using occupational information for career counseling (S2.F.4.c).	Career Counseling Academic Paper
	Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (S2.F.4.g)	7. Exploring labor market trends (S2.F.4.g).	Career Counseling Academic Paper
	Strategies for career development program planning, organization, implementation, administration, and evaluation (S2.F.4.f)	6. Identify and develop strategies for career development program planning, organization, implementation, administration, and evaluation (S2.F.4.f).	Career Counseling Academic Paper
Reflective Scholarship: Understand the major theoretical perspectives within their field of study	Theories and models of career development, counseling, and decision making (S2.F.4.a)	1. Understand career development history, theory, and practice (S2.F.4.a.).	Career Counseling Academic Paper
	Ethical and culturally relevant strategies for addressing career development (S2.F.4.j)	12. Integrating ethics and culturally relevant strategies of career counseling and assessing their understanding of ethical issues (S2.F.4.j).	Career Counseling Academic Paper
	Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (S2.F.4.b).	2. Identifying, developing, and understanding approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (S2.F.4.b).	Career Counseling Academic Paper

TENTATIVE COURSE SCHEDULE

Date	Readings	TOPICS	CACREP Standard
WEEK 1 Jan 10-Jan 16	Chapter 1	Introduction, Historical Development, Identification of Career Resources	(S2.F.4.b.) (S2.F.4.c.)
Jan 11	Mandatory Tuesday 01/11	Collaborate Meeting Room, 6pm-7pm (MT)	
WEEK 2 Jan 17-Jan 23	Chapter 2	Theories of Career Development	(S2.F.4.a.)
WEEK 3 Jan 24-Jan 30	Chapter 3	Career Counseling Models	(S2.F.4.a.)
Jan 30	Due 01/30	Occupational Interview Paper, 23:55pm	
WEEK 4 Jan 31-Feb 06	Chapter 4	Integrating Career and Personal Counseling	(S2.F.4.e.)
WEEK 5 Feb 07-Feb 13	Chapter 5	Career Counseling Interviewing	(S2.F.4.d.)
WEEK 6 Feb 14-Feb 20	Chapter 6	Tests and Assessment Procedures in Career Counseling	(S2.F.4.e.) (S2.F.4.i.)
WEEK 7 Feb 21-Feb 27	Chapter 7	Impacts of Technology on Career Development	(S2.F.4.c.) (S2.F.4.g.)
Feb 28	Due 02/28	Assessment Profile Paper, 23:55pm	
WEEK 8 Feb 28-Mar 06	Chapter 8	Ethical issues in Career Counseling	(S2.F.4.g.) (S2.F.4.j.)
WEEK 9 Mar 07 – Mar 13	SPRING BREAK	Have Some Relaxing Days!	
Mar 13	Due 03/13	Occupational Report Paper, 23:55pm	
WEEK 10 Mar 14-Mar 20	Chapter 9 Chapter 10	Multicultural and Gender Issues in Career Counseling	(S2.F.4.g.) (S2.F.4.j.)
WEEK 11 Mar 21-Mar 27	Chapter 11 Chapter 12	Career Counseling for LGBT Individuals, Career Counseling for Those with Disabilities	(S2.F.4.g.) (S2.F.4.j.)
WEEK 12 Mar 28-Apr 03	Chapter 13	Job Loss and Transitions	(S2.F.4.h.)
Apr 03	Final Paper Due 04/03	Career Counseling Paper (30%), 23:55pm	
WEEK 13 Apr 04-Apr 10	Chapter 14	Career Development for Working Adults	(S2.F.4.h.)
WEEK 14 Apr 11 – Apr 17	Chapter 15, 16,17	Programs for Career Development	(S2.F.4.f.)
WEEK 15 Apr 18 – Apr 24	Mandatory Thu 04/21	Collaborate Meeting Room – Review Thursday 04/21 from 6pm – 7pm (MT)	
WEEK 16	04/25-05/01	Finals Week	