

**Career Development, Psychology 669**  
**Summer 2018**  
**Monday-Thursday 9-11:30**  
**HBS 3032**

**Professor:**

**Office Hours:** Hours by appointment

**Course Description:** The purpose of this course is to introduce students to career development theory and application. Students will have the opportunity to learn this history of career counseling and become familiar with the development of theories that are a hallmark of the field's evolution and practice. Students will be introduced to how theory is practiced in a variety of settings, at various developmental stages, and with diverse populations. Students will also learn about the relationship between work and mental health, career development across the lifespan, and ethical issues.

**Course Objectives & CACREP Standards:** Student competence in career development issues in counseling will be measured by classroom activities, assignments, and exams. Students who successfully complete this course will demonstrate knowledge in the following core content areas of the **CACREP 2016 Standards:**

**SECTION 2: PROFESSIONAL COUNSELING IDENTITY**

**1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- a. history and philosophy of the counseling profession and its specialty areas
- h. current labor market information relevant to opportunities for practice within the counseling profession
- j. technology's impact on the counseling profession

**2. SOCIAL AND CULTURAL DIVERSITY**

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

**4. CAREER DEVELOPMENT**

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and lifework planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

**5. COUNSELING AND HELPING RELATIONSHIPS**

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted

relationships

- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- n. processes for aiding students in developing a personal model of counseling

## 7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

## SECTION 5: CLINICAL MENTAL HEALTH COUNSELING

CMHC 9. JMU Counseling Program Key CMHC Standards:

Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy.

## SECTION 5: SCHOOL COUNSELING—5.G. FOUNDATIONS

- c. Models of P-12 comprehensive career development
- e. assessments specific to P-12 education

## CONTEXTUAL DIMENSIONS

- c. School Counselor roles in relation to college and career readiness

## PRACTICE

- e. Use of developmentally appropriate career counseling interventions and assessments
- g. Strategies to facilitate school and postsecondary transitions
- i. Approaches to increase promotion and graduate rates
- j. Interventions to promote college and career readiness
- k. Strategies to promote equity in student achievement and college access

## VA DOE Endorsement Competencies Addressed:

1. Understanding of lifespan career development
- 5.b Understanding of the skills and processes for counseling students to include individual group counseling for career development
- 6.a Understanding of the knowledge, skills, and processes for providing developmental group guidance, including career development

**Academic Integrity:** You are expected to understand the boundaries of plagiarism and adhere to a policy of academic integrity. Please refer to the JMU academic honor code online:

<http://www.jmu.edu/honor/code.shtml#TheHonorCode>

**Class Conduct:** With regard to electronic devices: cell phones are to be turned off and sending text messages is not allowed during class time. If you are on call or expecting an emergency phone call that you must respond to, please step out of the classroom in order to respond. Computers are to be used for class related assignments or note taking only. If they are used for other purposes (i.e., social communication), students

will be asked to leave class.

**Attendance Policy:**

I am looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of our course is to prepare you to become a counseling professional, a role in which your sense of presence is essential. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, I expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class by talking with other students in the class and by meeting with the instructor(s).

**Class Participation Rubric**

Excellent	Acceptable	Unacceptable
<p>Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.</p>	<p>Attends every class, arrives promptly, and is well-prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.</p>	<p>Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.</p>

**Adding/Dropping Courses Policy:** As mature and conscientious students, you are responsible for registering for classes and for verifying your class schedules on e--campus. You must adhere to the JMU add/drop policy for all class changes. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

**Inclement Weather Policy:** By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to get to class.

**Religious Observation Accommodations:** Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

**Disability Accommodations:** We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

### ***Confidentiality and Title IX***

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

### **Methods of Instruction:**

To encourage active participation by class members, instruction will take place in a seminar format. Learning will be facilitated through a variety of methods, including presentations by the instructor and students, small group activities, role-plays, and supervised practical application of assessment and test interpretation. The practical application component of the course includes opportunities for students to participate in computer-based assessment and/or traditional paper-and-pencil appraisal procedures as well as experiential intervention opportunities.

## Texts and Readings:

Zunker, V. G. (2016). *Career counseling: A holistic approach* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Busacca, L. A., & Rehfluss, M. C. (Eds.) (2016). *Postmodern career counseling: A handbook of culture, context, and cases*, American Counseling Association.

*National Career Development Association Guidelines* (Appendix H in text. These also may be retrieved through the NCDA website.

*Journal Articles:* You will find journal articles that will be required as part of your course readings. You will be asked to retrieve these articles, either online or in the JMU library. Please come to class prepared to discuss articles as they are assigned.

### Key Assignments and Rubrics Supporting Course Objectives

Come to each class session prepared to participate actively in class discussions and experiential activities. **Informed participation requires that you have read and reflected on the assigned materials.**

**1. - Reading, Class Discussion, and Corresponding Note Cards and Experience Reflections - (6 points for 8 reflections, described below = 48 points)**

#### **CMHC KPI 4 (Introductory/Reinforcement)**

**Due before each class meeting—to be posted on Canvas Post each “notecard” to Canvas (use discussion board) before class each day. Combining readings from the Zunker chapter and career counseling articles, include 3-5 “tips for career counseling”.** Imagine that you are building a file for yourself as a future practitioner and list 3-5 application-oriented guidelines for career counseling. You can consider referencing 1. a theory or model of career development and how to apply it; 2. a strategy for facilitating client skill development for career, educational, or life-work planning and management; and 3. an ethical and culturally relevant strategy for addressing career development.

**From the Busacca and Refuss book, list 2-4 points of new learning you gained and briefly explain how you could use this knowledge or insight personally, or with clients. Specifically incorporate at least one:** 1. strategy for assessing abilities, interests, values, personality, and other factors that contribute to career development; 2. process for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems; and 3. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy

#### **CACREP Core Standards Covered in Assignment:**

1a, 1h, 1j, 2a, 2h, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j5a, 5b, 5d, 5e, 5n, 7a, 7b, 7f, 7i, 7m

#### **JMU CMHC Key Standard 9**

#### **CACREP SC Standards Covered in Assignment:**

1e, 2c, 3e, 3g, 3i, 3j, 3k

From <b>Zunker and articles</b> , incorporates at least one points of application (6/6) for each of the following:1. a theory or model of career development and how to apply it; 2. a strategy for facilitating client	From <b>Zunker and articles</b> , incorporates less than one point of application (4-5/6)for each of the following:1. a theory or model of career development and how to apply it; 2. a strategy for facilitating client	From <b>Zunker and articles</b> , incorporates significantly less than one points of application (0-3/6)for each of the following:1. a theory or model of career development and how to apply it; 2. a strategy for
---	--	---

<p>skill development for career, educational, or life-work planning and management; and 3. an ethical and culturally relevant strategy for addressing career development.</p> <p><b>From Busacca and Refuss book,</b> reflection incorporates at least one: 1. strategy for assessing abilities, interests, values, personality, and other factors that contribute to career development; 2. process for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems; and 3. strategy for advocating for diverse clients' career and educational development and employment opportunities in a global economy</p>	<p>skill development for career, educational, or life-work planning and management; and 3. an ethical and culturally relevant strategy for addressing career development.</p> <p><b>From Busacca and Refuss,</b> reflection incorporates at least one: 1. strategy for assessing abilities, interests, values, personality, and other factors that contribute to career development; 2. process for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems; and 3. strategy for advocating for diverse clients' career and educational development and employment opportunities in a global economy</p>	<p>facilitating client skill development for career, educational, or life-work planning and management; and 3. an ethical and culturally relevant strategy for addressing career development.</p> <p><b>From Busacca and Refuss,</b> reflection incorporates at least one: 1. strategy for assessing abilities, interests, values, personality, and other factors that contribute to career development; 2. process for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems; and 3. strategy for advocating for diverse clients' career and educational development and employment opportunities in a global economy</p>
--	---	---

**2. – Career Journey and Self-Assessment Assignment - (20 points total: 5 points for assessment summary; 5**

**CACREP Core Standards Covered in Assignment:**

1a, 1h, 1j, 2a, 2h, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 5a, 5b, 5d, 5e, 5n, 7a, 7c, 7f, 7h, 7i, 7m

**CACREP SC Standards Covered in Assignment:**

3e, 3g, 3i, 3j, 3k

**points for career narrative (including genogram); 5 points for report on multiple factors; 5 points for personal career development strategies):**

**Submit your portfolio of your career journey and self-assessment. This portfolio should include**

**a. Assessment summary (5 points)**

Complete two online assessments: 1. The MBTI Career Report and 2. Strong Profile plus the Strong and MBTI career report using CPP online. Reports will be generated for you and you will turn in your report along with your 2-3 page synthesis/summary of results: brief history of instrumentation, reliability and validity of instruments used; populations on which instruments have been normed; summary of your results; report on career congruence given your personality and career factors

**b. Career narrative (5 points)**

Using the genogram example handed out in class as a model, create a representation of your family's work history and educational history over three generations that includes your own personal career development path. As you map out your family history's of career choices in order to help you to better understand your own career journey, you will likely gain insights into your family of origin and issues of work, career, gender roles, social class, decision-making skills, worldview, and culture. Genograms should be accompanied by a 2-3 page reflection paper processing your experience gathering the information, any patterns you've found, and what you've learned from the genogram. In particular, note relationships among work, mental well-being, relationships, and other life roles and factors noted for family members and yourself. Additionally, note any career interventions that were used to assist you

and/or family members in school and postsecondary transitions along the career journey.

**c. Factors of influence (5 points)**

Using Super's Archway of Career of Determinants and the Brofenbrenner's Ecological System's Theory (as discussed in class), write a 2-3 page paper explaining the multiple factors that have influenced your career development thus far. Make sure to expand on at least three of Super's determinants and expand upon all of the Brofenbrenner model systems (micro, meso, exo, macro) in terms of their influence on your career development. You must address personal cultural influences, as mentioned in both models, as part of your factors of influence.

**d. Personal Career Development Strategies (5 points)**

As you move forward with your own personal career development, make note of the following as a list of possible actions for your career path: 1. Note career, avocational, educational, occupations, and labor market information resources that you will make use of in terms of career exploration and development. Note specific technology and information systems that you can employ. 2. Additionally, explain how you will assess the conditions of your work environment on your other life experiences (i.e. life outside of work). This can be in list form and brought to the last class meeting

**Career Journey and Self-Assessment Rubric**

3. Excellent (18-20 points)	2. Acceptable (15-17 points)	1. Unacceptable (below 15 points)
<p><b>Assessment summary includes the following in excellent detail:</b></p> <ul style="list-style-type: none"> <li>-Printout of the Strong Profile plus the Strong and MBTI career report</li> <li>- brief history of instrumentation, reliability and validity of instruments used</li> <li>- summary of results</li> <li>- report on career congruence given personality and career factors</li> </ul> <p><b>Career narrative includes the following in excellent detail:</b></p> <ul style="list-style-type: none"> <li>-genogram</li> <li>- 2-3 page reflection paper identifying family patterns, points of learning, and relationships among work, mental well-being, relationships, and other life roles and factors for family members and yourself</li> <li>- career interventions used to assist you and/or family members in school and postsecondary transitions along the career journey</li> </ul> <p><b>Factors of influence report includes the following in excellent detail:</b></p> <ul style="list-style-type: none"> <li>- 2-3 page paper explaining the multiple factors that have</li> </ul>	<p><b>Assessment summary includes the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-Printout of the Strong Profile plus the Strong and MBTI career report</li> <li>- brief history of instrumentation, reliability and validity of instruments used</li> <li>- summary of results</li> <li>- report on career congruence given personality and career factors</li> </ul> <p><b>Career narrative includes the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-genogram</li> <li>- 2-3 page reflection paper identifying family patterns, points of learning, and relationships among work, mental well-being, relationships, and other life roles and factors for family members and yourself</li> <li>- career interventions used to assist you and/or family members in school and postsecondary transitions along the career journey</li> </ul> <p><b>Factors of influence report includes the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>- 2-3 page paper explaining the multiple factors that have influenced your career</li> </ul>	<p><b>Assessment summary does not include the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-Printout of the Strong Profile plus the Strong and MBTI career report</li> <li>- brief history of instrumentation, reliability and validity of instruments used</li> <li>- summary of results</li> <li>- report on career congruence given personality and career factors</li> </ul> <p><b>Career narrative does not include the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-genogram</li> <li>- 2-3 page reflection paper identifying family patterns, points of learning, and relationships among work, mental well-being, relationships, and other life roles and factors for family members and yourself</li> <li>- career interventions used to assist you and/or family members in school and postsecondary transitions along the career journey</li> </ul> <p><b>Factors of influence report does not include the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>- 2-3 page paper explaining the</li> </ul>

<p>influenced your career development thus far.</p> <ul style="list-style-type: none"> <li>- expansion on at least three of Super's determinants and</li> <li>-explanation of all of the Brofenbrenner model systems (micro, meso, exo, macro) and specific examples of their influence on your career development, including cultural influences.</li> </ul> <p><b>Personal Career Development Strategies includes the following in excellent detail::</b></p> <ul style="list-style-type: none"> <li>- career, avocational, educational, occupations, and labor market information resources that you will make use of in terms of career exploration and development - specific technology and information systems that you can employ</li> <li>-explanation of how you will assess the conditions of your work environment on your other life experiences (i.e. life outside of work).</li> </ul> <p>Always adheres to APA style, proper grammar, correct spelling and punctuation</p>	<p>development thus far.</p> <ul style="list-style-type: none"> <li>- expansion on at least three of Super's determinants and</li> <li>-explanation of all of the Brofenbrenner model systems (micro, meso, exo, macro) and specific examples of their influence on your career development, including cultural influences.</li> </ul> <p><b>Personal Career Development Strategies includes the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>- career, avocational, educational, occupations, and labor market information resources that you will make use of in terms of career exploration and development - specific technology and information systems that you can employ</li> <li>-explanation of how you will assess the conditions of your work environment on your other life experiences (i.e. life outside of work).</li> </ul> <p>In major ways adheres to APA style, proper grammar, correct spelling and punctuation</p>	<p>multiple factors that have influenced your career development thus far.</p> <ul style="list-style-type: none"> <li>- expansion on at least three of Super's determinants and</li> <li>-explanation of all of the Brofenbrenner model systems (micro, meso, exo, macro) and specific examples of their influence on your career development, including cultural influences.</li> </ul> <p><b>Personal Career Development Strategies does not include the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>- career, avocational, educational, occupations, and labor market information resources that you will make use of in terms of career exploration and development - specific technology and information systems that you can employ</li> <li>-explanation of how you will assess the conditions of your work environment on your other life experiences (i.e. life outside of work).</li> </ul> <p>Does not adhere to APA style, and does not use proper grammar, correct spelling or punctuation</p>
--	---	---

**3. – Career Interview and Special Population Project - (20 points total: 5 points for career interview with**

**CACREP Core Standards Covered in Assignment:**

2a, 2h, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 5a, 5b, 5d, 5n, 7a,7b, 7c, 7f, 7h, 7i, 7m

**CACREP SC Standards Covered in Assignment:**

1c, 1e, 2c, 3e, 3i, 3j, 3k

*member of population; 5 points literature review regarding special considerations; 5 points for review of school-based interventions and strategies for population; 5 points for identification of strategies for career programs and evaluation):*

*Submit your written report, which includes (all of the four components can be submitted together as one paper):*

**a. Career interview (2-3 pages, 5 points) INTERVIEW CAN INCLUDE SOMEONE REPRESENTING THIS POPULATION DIRECTLY OR PERIPHERALLY YOU DO NOT HAVE TO USE THE**

## FOLLOWING QUESTIONS...YOU CAN USE YOUR OWN. BELOW ARE JUST OPTIONS

Interview a person who represents qualities of a special population you are interested in working with. Find out about their career journey, and how Super's and/or Brofenbrenner's themes are relevant in understanding this individual. Inquire about the developmental process of your interviewee, including the following:

- a. Please tell me about your career development journey so far. I'd like to know...What was your experience of "career counseling" during school (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?
- f. What did your school counseling programs (P-12) do in terms of assisting you with your college and career readiness?
- g. What did your school counseling programs (P-12) do in terms of assisting you with career assessment and career counseling needs

### ***b. Literature review (2-4 pages, 5 points)***

Write a 2-4 page literature review (APA format) about your chosen population. Include 3-5 scholarly references and effectively weave the literature pertaining to this population with literature pertaining to career counseling for individuals who are part of this population. Explain specific needs of this population as related to career, social justice and advocacy, as well as methods for promoting equity and access in student achievement and college access.

### ***c. School-based, clinical or other setting intervention, and strategy review (1-2 pages, 5 points)***

EVERYONE: Provide ideas for better serving your identified populations (i.e. CSPA, CMH, SC) and cite appropriate ethical and professional guidelines that inform your proposed intervention strategies.

SCHOOL ONLY: Taking into account your interview and the findings from your literature review, explain how modern-day models of P-12 education assist in the comprehensive career development of individuals who may be a part of your special population. Give examples of school-based programs as well as approaches (consult the ASCA model and the VA guidance Standards of Learning).

SC students need to address their roles as advocates, leaders, systemic change agents and counselors in schools; how P-12 programs can help with college and career readiness; how these interventions facilitate school and post-secondary transitions; and how the interventions increase promotion and graduation rates.

### ***d. Career programs and evaluation (1-2 pages, 5 points)***

Grounded in your literature review and school-based information, explain pertinent strategies for career development program planning, organization, implementation, administration, and evaluation for a comprehensive career development program that would benefit your chosen population

**Career Interview and Special Population Project Rubric**

3. Excellent (20 points total)	2. Acceptable (15-17 points)	1. Unacceptable (below 15 points)
<p><b>Career interview includes the following in excellent detail:</b></p> <ul style="list-style-type: none"> <li>-Super and Brofenbrenner career development themes</li> <li>- college and career readiness P-12 services provided</li> <li>- career assessment and career counseling P-12 services provided</li> </ul> <p><b>Literature review includes the following in excellent detail:</b></p> <ul style="list-style-type: none"> <li>-2 to 4 page literature review about your chosen population including 3-5 scholarly references</li> <li>- Explains specific needs of this population as related to career, social justice and advocacy</li> <li>-explains how to promote equity and access in student achievement and college access</li> </ul> <p><b>School-based intervention and strategy review report includes the following in excellent detail:</b></p> <ul style="list-style-type: none"> <li>- how modern-day models of P-12 education do assist in the comprehensive career development</li> <li>- how P-12 programs can help with college and career readiness</li> <li>- how P-12 programs can facilitate school and post-secondary transitions</li> <li>- how P-12 programs can increase promotion and graduation rates</li> </ul>	<p><b>Career interview includes the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-Super and Brofenbrenner career development themes</li> <li>- college and career readiness P-12 services provided</li> <li>- career assessment and career counseling P-12 services provided</li> </ul> <p><b>Literature review includes the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-2 to 4 page literature review about your chosen population including 3-5 scholarly references</li> <li>- Explains specific needs of this population as related to career, social justice and advocacy</li> <li>-explains how to promote equity and access in student achievement and college access</li> </ul> <p><b>School-based intervention and strategy review report includes the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>- how modern-day models of P-12 education do assist in the comprehensive career development</li> <li>- how P-12 programs can help with college and career readiness</li> <li>- how P-12 programs can facilitate school and post-secondary transitions</li> <li>- how P-12 programs can increase promotion and graduation rates</li> </ul>	<p><b>Career interview does not include the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-Super and Brofenbrenner career development themes</li> <li>- college and career readiness P-12 services provided</li> <li>- career assessment and career counseling P-12 services provided</li> </ul> <p><b>Literature review does not include the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>-2 to 4 page literature review about your chosen population including 3-5 scholarly references</li> <li>- Explains specific needs of this population as related to career, social justice and advocacy</li> <li>-explains how to promote equity and access in student achievement and college access</li> </ul> <p><b>School-based intervention and strategy review report does not include the following in basic detail:</b></p> <ul style="list-style-type: none"> <li>- how modern-day models of P-12 education do assist in the comprehensive career development</li> <li>- how P-12 programs can help with college and career readiness</li> <li>- how P-12 programs can facilitate school and post-secondary transitions</li> <li>- how P-12 programs can increase promotion and graduation rates</li> </ul>

<p><b>Career programs and evaluation includes the following in excellent detail:</b>  - pertinent strategies for career development program planning, organization, implementation, administration, and evaluation for a comprehensive career development program that would benefit your chosen population</p> <p>Always adheres to APA style, proper grammar, correct spelling and punctuation</p>	<p><b>Career programs and evaluation includes the following in basic detail:</b>  - pertinent strategies for career development program planning, organization, implementation, administration, and evaluation for a comprehensive career development program that would benefit your chosen population</p> <p>In major ways adheres to APA style, proper grammar, correct spelling and punctuation</p>	<p><b>Career programs and evaluation does not include the following in basic detail:</b>  - pertinent strategies for career development program planning, organization, implementation, administration, and evaluation for a comprehensive career development program that would benefit your chosen population</p> <p>Does not adhere to APA style, and does not use proper grammar, correct spelling or punctuation</p>
--	---	---

**4. – Community Engagement Learning: Attendance and participation in at community engagement opportunities**

**Points Earned Criteria**

<i>Note Cards/ Reflections</i>	48
Career Journey and Assessment	20
Career Interview /Special Pop.	20
Community Engagement	12
<b>Total:</b>	<b>100</b>

A = 90-100

B = 80-89

C = 70-79

Fail=less than 70 points

**Schedule of Classes and Assignments (subject to revision) The assigned readings should be completed in advance of each specific class.**

<b>Date</b>	<b>Topic</b>	<b>Reading/Assignments</b> (Complete prior to class)
Class 1	<b>Introductions: (2.4.a) History And Theory Introductions</b> Start MBTI and Strong Inventories	-Zunker Chapter 1
Class 2	<b>Career Counseling Theory (2.4.a)</b>	-Zunker Chapter 2 (pp. 20-46) -Busacca & Rehfuss Intro and Chapter 1  <i>Notecard 1 due</i>
Class 3	<b>Career Development Across the Lifespan (5.G.1.c; 5.G.3.e; 5.G.3.j; 5.G.3.k)</b>	-Zunker Chapter 2, (pp.46-end) -Busacca & Rehfuss Chapter 2  <i>Assignment 2b due</i> <i>Notecard 2 (green/yellow)</i>
Class 4	<b>Intersectionality: Career Counseling with Diverse Populations (2.4.g; 2.4.j; 5.G.3.e; 5.G.3.j; 5.G.3.k)</b> <b>*JMU CAP Field Trip 9-10 am</b>	-Zunker Chapter 10 -Busacca & Rehfuss Chapters 3 and 4  <i>All online assessments completed</i>  <i>Notecard 2 due (red/orange)</i>
Class 5	<b>Intersectionality: Career Counseling with Diverse Populations (2.4.g; 2.4.j; 5.G.3.e; 5.G.3.j; 5.G.3.k)</b>	-Zunker, Chapter 12 Busacca & Rehfuss Chapters 11 and 12  <i>Notecard 3 due</i> <i>Assignment 2c due</i>
Class 6	<b>Assessment: Interests, Values, and Personality (2.4.e; 2.4.i; 2.4.i; 5.G.3.e)</b> <i>Career Coach visits</i>	-Zunker, Chapter 6 -Harrington and Long article  <i>Notecard 4 due</i>
Class 7	<b>Assessment: Interests, Values, and Personality (2.4.e; 2.4.i; 2.4.i; 5.G.3.e)</b> <b>*MBTI Workshop in class</b>	-Busacca & Rehfuss Chapters 5, 6, and 7  <i>Assignment 2a due</i>
Class 8	<b>Holistic Career Development (work-life balance): Person and Environment (2.4.b; 2.4.d; 2.4.j)</b> <b>BRCC Field Trip (be there 9:30)</b>	-Zunker, Chapter 3 -Duffy & Dik article  <i>Notecard 5 due</i>
Class 9	<b>Holistic Career Development (work-life balance): Life Roles and Relationships (2.4.b; 2.4.h; 2.4.j)</b>	-Zunker Chapter 4 - Busacca & Rehfuss Chapter your choice 8-16 except 9 or 11  <i>Notecard 6 due</i>

Class 10	<p><b>Holistic Career Development (work-life balance): <i>Ability Status and Incarcerated Populations</i> (2.4.b.; 2.4.j)</b></p> <p><b><i>*Possibly Visit K-12 School/Career Coach</i></b></p>	<p>-Zunker Chapter 12 -Busacca &amp; Rehfluss Chapters 9 and 21</p> <p><i>Notecard 7 due</i></p>
Class 11	<p><b>Current Trends and Resources in Career Counseling: Labor Market, Technology, Information Systems) (2.4.c)</b></p>	<p>-Busacca &amp; Rehfluss Conclusion</p>
Class 12	<p><b>Career Counseling and Program Planning, Implementation, and Evaluation for Special Populations (2.4.f; 5.G.2.c; 5.G.3.e, 5.G.3.g, 5.G.3.i, 5.G.3.k)</b> -K-12 Student Transitions for School Success and Post-High School Planning</p>	<p>-Zunker Chapters 15, 16, and 17 (work with your chosen chapter and facilitate conversation) -Busacca &amp; Rehfluss Chapters 6 and 8</p>
Class 13	<p><b>Career Counseling and Program Planning, Implementation, and Evaluation for Special Populations (2.4.b; 2.4.d, 2.4.g, 2.4.h, 2.4.j)</b> -Sexual Identity and Gender Issues in the Workplace</p> <p><b><i>*Innisfree Field Trip (be prepared for drive)</i></b></p>	<p><i>Notecard 8 due</i></p>
Class 14	<p><b>Career Counseling and Program Planning, Implementation, and Evaluation for Special Populations:</b> <i>Adult Concerns: Older Adults, Military Populations, Adults with Mental Health Diagnoses</i></p>	<p><i>Assignment 3a, 3b, and 2d due and to be shared in class (you are encouraged to pace these for your own level of stress and workload management)</i></p>
Class 15	<p><b>Final Class: Special Topics Presentations (based on paper and case study)</b></p>	<p><i>Assignment 3a, 3b,3c, and 3d and 2d due and to be shared in class (you are encouraged to pace these for your own level of stress and workload management)</i></p>

## Article References

Duffey, T. and Trepal, H. (2016), Introduction to the Special Section on Relational-Cultural Theory. *Journal of Counseling & Development*, 94: 379–382. doi:10.1002/jcad.12095

Duffy, R. D., & Dik, B. J. (2013). Research on calling: What have we learned and where are we going?. *Journal of Vocational Behavior*, 83(3), 428-436.

Harrington, T., & Long, J. (2013). The history of interest inventories and career assessments in career counseling. *The Career Development Quarterly*, 61(1), 83-92.

## Appendix A: PSYC 669 Interview Protocol

Thank you for participating in this interview today. You were chosen for this interview because you have a valuable opinion and voice on this topic. As the investigator, my intentions for this interview are to learn about your career journey thus far. This interview is part of the course requirements for PSYC 669 at James Madison University, and my instructor has briefed me on appropriate ethical behavior, including your confidentiality.

I will need to conduct one interview, lasting at least 30 minutes. I must inform you that care will be taken in protecting your identity. I will be discussing my reflections about this interview during class, and I will not use your real name during these discussions. For your participation, you will not receive any financial compensation. I am truly grateful for your willingness to participate, and I hope that your experience in this interview will in itself be worth your time and investment.

I understand the purpose of this interview, and give my informed consent to participate in this interview.

---

Signature

---

Date

**APPENDIX: CMH AND SC KPI Chart and CACREP Standards Mapped**

**CLINICAL MENTAL HEALTH PROGRAM CACREP Standards Mapped and KPI's**

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	1a	1h	1j	2a	2h	4a	4b	4c	4d	4e	4f	4g	4h	4i	4j	5a	5b	5d	5e	5n	7a	7b	7c	7f	7h	7i	7m	9
<b>1. Professional Orientation and Practice</b>	X	X	X																									
<b>2. Social and Cultural Diversity</b>				X	X																							
<b>4. Career Development</b>						X	X	X	X	X	X	X	X	X	X													
<b>5. Helping Relationships</b>																X	X	X	X	X								
<b>7. Assessment and Testing</b>																					X	X	X	X	X	X		
<b>JMU CMHC Key Standard 9</b>																												X
<b>KPI 4 (Introductory or Reinforcement, See Rubric Below): Canvas Cards</b>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

KPI RUBRIC	Below Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<b>Career Development:</b> Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies.	Does not meet expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Does not recognize the impact of work environment nor career identity on overall functioning.	Does not consistently meet expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Inconsistently recognizes the impact of work environment on overall functioning.	Meets expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Recognizes the impact of work environment on overall functioning.	Surpasses expectations for level of training and experience when appraising the impact of work-related issues on mental health and wellness. Recognizes the impact of work environment, career identity, and work-life balance on overall functioning.

### SCHOOL COUNSELING PROGRAM CACREP Standards Mapped and KPI's

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	1a	1h	1j	2a	2h	4a	4b	4c	4d	4e	4f	4g	4h	4i	4j	5a	5b	5d	5n	7a	7c	7f	7h	7i	7m
<b>1. Professional Orientation and Practice</b>	X	X	X																						
<b>2. Social and Cultural Diversity</b>				X	X																				
<b>4. Career Development</b>						X	X	X	X	X	X	X	X	X	X										
<b>5. Helping Relationships</b>																X	X	X	X						
<b>7. Assessment and Testing</b>																				X	X	X	X	X	
<b>KPI 4 ( Reinforcement, See Rubric Below):Career Journey &amp; Self Assessment Assignment 2 a-d</b>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

SC STANDARDS INCLUDED IN COURSE AND COURSE ASSIGNMENTS	SC Practice 3e	SC Practice 3g	SC Practice 3i	SC Practice 3j	SC Practice 3k
<b>KPI 4 ( Reinforcement, See Rubric Below):Career Journey &amp; Self Assessment Assignment 2 a-d</b>	X	X	X	X	X

KPI RUBRIC	Below Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<b>Career Development</b> Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Does not meet expectations for level of training and experience for the application of theories of career development across the lifespan. Does not implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Does not consistently meet expectations for level of training and experience for the application of theories of career development across the lifespan. Does not consistently implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for	Meets expectations for level of training and experience for the application of theories of career development across the lifespan. Consistently implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12	Surpasses expectations for level of training and experience for the application of theories of career development across the lifespan. Consistently implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.

		college and career readiness.	students for college and career readiness.	
--	--	-------------------------------	--	--