

Career Development, Psychology 669

Course Description: The impact of career choice throughout the life span is explored. Vocational theories and a variety of approaches to career decision-making will be introduced. Several career-related assessment instruments will be used to help students develop skills in administration and interpretation.

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, Sections 2.F.4.a-j; 2.F.7.i; 5.G.1.c.; 5.G.2.c.; 5.G.3.e, g., i., j., k.

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

2.F.4: CAREER DEVELOPMENT – studies that provide an understanding of career development and related life factors, including all of the following:

- 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 life- work 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

2.F.7: ASSESSMENT AND TESTING

- i. use of assessments relevant to academic/educational, career, personal, and social development

SECTION 5: SCHOOL COUNSELING—5.G.

1. FOUNDATIONS

- c. Models of P-12 comprehensive career development

CONTEXTUAL DIMENSIONS

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

2. 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:

3. 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:

We are 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 complete the work, please contact me 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
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.	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.	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.

Technical and Learning Guidelines for this ONLINE Course

Some of this course is asynchronous online. The online course will have regular weekly assignments due, as well as readings and course materials that each of student is required to keep on top of each week. Canvas will use your JMU student email address for any announcements I make, so please remember that you are expected to monitor your JMU student email inbox.

Make sure you:

- Understand how to use the JMU Canvas system: <https://canvas.jmu.edu/>

- Maintain proper access to reliable, high-speed internet so that you can watch videos and see course content, as well as submit assignments such as online quizzes and discussion question responses. If you do not have access to reliable, high-speed internet at home, you are able to use the resources on the JMU campus to access the course and complete required assignments

Technology Requirement:

It is expected that you have proper access to reliable, high-speed internet so that you can watch videos and see course content, as well as submit assignments such as online quizzes and discussion question responses. If you do not have access to reliable, high-speed internet at home, you may use the resources on the JMU campus to access the course and complete required assignments.

Intellectual Property

Course materials prepared by the instructor, including the content of all lectures, are the property of the instructor. This material may not be reproduced, displayed, sold, modified or distributed without the express prior written permission of the copyright holder. Students may not participate in the distribution, sharing, or accessing of course material via the Internet or other means (including but not limited to assignments, exams, recordings and notes of the lectures, or other instructor-provided materials) without the written permission of the instructor, except between students who are both currently enrolled in this specific course.

Using Learning Analytics

Since I won't be taking attendance or interacting with you face-to-face for some of the course, I will use analytics on CANVAS to monitor which activities you have viewed and how much time you are working on the course per week. These analytics and the following will contribute to your participation grade:

- logging into the course for organization purposes (viewing you schedule & tasks, checking announcements & grades)
 - completing review of PowerPoints and watching entire videos as shared and completing assignments for each week
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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: 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, 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:

Active participation by class members is encouraged, even during the online portions of this class. Learning will be facilitated through a variety of methods, both synchronously and asynchronously. The practical application component of the course includes opportunities for students to participate in computer-based assessment.

Texts and Readings (*Other assigned readings will be available through CANVAS modules):

Luke, C. (2018). *Essentials of career-focused counseling: Integrating theory, practice, and neuroscience*. San Diego, CA: Cognella Academic Publishing.

Journal Articles: You will find book chapters and 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.

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.**

CMHC KPI 4 (Introductory/Reinforcement)

1. - Reading, Class Discussion, and Corresponding Note Cards and Experience Reflections – (5 points for 10 reflections, described below = 50 points to be graded at the end of the course);

Due before each class meeting—to be posted in a link to your personal google doc (assigned by me) on Canvas Post each “notecard” to Canvas (use discussion board) before class each day in your google doc. These docs will be seen by the instructor and classmates

Combining readings from the textbook chapter and career counseling articles, In Part I, include 3-5 “tips for career counseling”. Imagine that you are building a file for yourself as a future practitioner and first, list 3-5 “tips” (application-oriented guidelines) for career counseling. **In Part II,** choose either **Alexa or Xavier** from book vignettes and apply at least one of the three reference points below to that client. If Alexa or Xavier are not particularly relevant for this posting, then you can create another client profile. In part II, You should 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.

Below is a sample format for your google doc:

Part I:

- a. tip 1:
- b. tip 2:
- c. tip 3:

Part II

In working with Xavier, I would recommend xxx to help build his skills in the area of life-work planning. I would ensure cultural responsiveness by xxx

(CACREP SECTION 2: PROFESSIONAL COUNSELING IDENTITY F4. CAREER DEVELOPMENT a., c., e., g., h., j.)

3. Excellent	2. Acceptable	1. Unacceptable
Incorporates 3-5 tips for counseling that are clear and applicable for clients.	Incorporates 3-5 tips for counseling that are clear and applicable for clients.	Incorporates 3-5 tips for counseling that are clear and applicable for clients.
Reflection completed thoroughly.	Reflection completed thoroughly.	Reflection completed thoroughly.

2. – Career Journey and Self-Assessment Assignment - (35 points total)

This Assignment will take the format of a River Project. This River Project and its components are described below:

You will create a presentation that includes three components. The three components are described below and they will be worked into your River Project presentation in a way that works for you. You are welcome to be creative (i.e. visual, musical) to demonstrate the river (or another metaphor if the river does not resonate with you). The river, or another metaphor, will illustrate your own career journey (i.e. obstacles, rocks, waterfalls, dams, storms floods which symbolize challenges, relationships, emotions etc that have occurred along your career journey).

Your presentation should include:

a. Assessment summary (10 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 explain the highlights/summary of your reports; report on career choice congruence given your personality and career factors...you can add other assessments that you have taken outside of this class if you wish

b. Career narrative (10 points)

Create a career tree (or career genogram) and talk about how 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 (if you are aware of none, say none).

c. Factors of influence (10 points)

Using Super's Archway of Career of Determinants OR Brofenbrenner's Ecological System's Theory, illustrate the multiple factors that have influenced your career development thus far. Make sure to expand on at least some of the specific components in Brofenbrenner model systems (micro, meso, exo, macro) in terms of their influence on your career development as well as cultural influences (they are 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 some 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).

Career Journey and Self-Assessment River Project Rubric

3. Excellent (9-10)	2. Acceptable (7-8)	1. Unacceptable (below 7)
Assessment summary includes the following in excellent detail: -Relevant summary of the Strong Profile plus the Strong and MBTI career report -sharing of career congruence given personality and career factors	Assessment summary includes the following in basic detail: -Relevant summary of the Strong Profile plus the Strong and MBTI career report -sharing of career congruence given personality and career factors	Assessment summary does not include the following in basic detail: -Relevant summary of the Strong Profile plus the Strong and MBTI career report -sharing of career congruence given personality and career factors
Career narrative includes the following in excellent detail: -genogram - reflection on family patterns, points of learning, and relationships among work, mental well-being, relationships, and other life roles and factors for family members and yourself - career interventions used to assist you and/or family members in school and postsecondary transitions along the career journey	Career narrative includes the following in basic detail: -genogram - reflection on family patterns, points of learning, and relationships among work, mental well-being, relationships, and other life roles and factors for family members and yourself - career interventions used to assist you and/or family members in school and postsecondary transitions along the career journey	Career narrative does not include the following in basic detail: -genogram - reflection on family patterns, points of learning, and relationships among work, mental well-being, relationships, and other life roles and factors for family members and yourself - career interventions used to assist you and/or family members in school and postsecondary transitions along the career journey

<p>Factors of influence sharing includes the following in excellent detail:</p> <ul style="list-style-type: none"> - explanation of multiple factors that have influenced your career development thus far - expansion on Super's determinants OR Brofenbrenner model systems (micro, meso, exo, macro) and specific examples of their influence on your career development, including cultural influences. 	<p>Factors of influence report includes the following in basic detail:</p> <ul style="list-style-type: none"> - explanation of multiple factors that have influenced your career development thus far - expansion on Super's determinants OR Brofenbrenner model systems (micro, meso, exo, macro) and specific examples of their influence on your career development, including cultural influences. 	<p>Factors of influence report does not include the following in basic detail:</p> <ul style="list-style-type: none"> - explanation of multiple factors that have influenced your career development thus far - expansion on Super's determinants OR Brofenbrenner model systems (micro, meso, exo, macro) and specific examples of their influence on your career development, including cultural influences.
<p>Personal Career Development Strategies includes the following in excellent detail:</p> <ul style="list-style-type: none"> - 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 -explanation of how you will assess the conditions of your work environment on your other life experiences (i.e. life outside of work). 	<p>Personal Career Development Strategies includes the following in basic detail:</p> <ul style="list-style-type: none"> - 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 -explanation of how you will assess the conditions of your work environment on your other life experiences (i.e. life outside of work). 	<p>Personal Career Development Strategies does not include the following in basic detail:</p> <ul style="list-style-type: none"> - 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 -explanation of how you will assess the conditions of your work environment on your other life experiences (i.e. life outside of work).

3. – Social Action Project (SMALL GROUP PROJECT; 2-3 members) - (40 points total)

Submit your written report, which includes:

a. Lee's Five Personal Action Steps (1-2 pages) (10 points)

Students will read Lee's (2007) five personal action steps (available on Canvas). They will submit a paper answering the questions associated with the five personal action steps, as they are relevant to your work with the topic you have chosen. Personal and professional reflections, as appropriate, can be shared. This reflection should be 1-2 pages, short answer acceptable (i.e bullet-point).

b. Advocacy (2-3 pages) (10 points)

Students can build on their personal reflection to determine an area for advocacy that is important to them. This topic should pertain to the counseling profession or the future clients which the student may serve. Some questions to reflect on in determining your topic could be:

- a. What makes this topic relevant and/or important to my profession?
- b. How does this topic impact my profession and/or specific group I'm advocating for?
- c. What are some applications for practice in my field?

Students should decide on an action plan for advocacy in their identified area and include specific steps you could take when implementing. Discuss how you would evaluate the effectiveness of your plan. Choose a relevant project that you can implement in an internship or place of work.

This case study is an opportunity to develop your own career counseling approach in the context of the career development theories and career assessment tools that we have been studying. In this assignment, you will apply the concepts being studied to a specific client situation and link theory with practice. You must refer to and properly reference at least one career theory and one assessment (formal or informal). This learning method facilitates contemplation and integration of the conceptual material and deepens students' understanding and ability to use the theories with clients in the future.

In this assignment, students apply career theories to a counseling client case study relevant to your special topic. This client may be someone you work with or have worked with in your practicum or internship, or a volunteer client of your choosing. Or you can create a mock client if that makes more sense for you. This is a 2-4 page paper (excluding title and reference pages), and you must use APA format. Please maintain professional confidentiality throughout. If you have questions, please ask your instructor. You can list information in bullet-point form if you wish, as long as you are addressing the requirements of the assignment.

Intake Description (1 page). Present a brief description of your client and the key observations and clinical thinking based on your initial assessment and formulation (1 page max).

Career Theory Application (1-2 pages). Discuss your core operating beliefs and assumptions about how we find meaningful careers. How have the career theories and assessments we explored influenced your career approach with clients, and specifically the client of your case study? Review the career counseling theories that are relevant and begin to make links between particular elements of the theory and the client situation. Then formulate how the theories may or may not be useful to you as the therapist working with this client. Please include information concerning socio-cultural locations (while maintaining confidentiality) as relevant. What career-oriented strategies might you use with this client? What career- focused treatment goals might be appropriate for this client? What is one mindfulness- based or transpersonal intervention or perspective that you might use in a career- counseling session?

General Therapy Issues (1-2 pages). Using your general training and experience in therapeutic settings, consider what other issues may be important in working with this client. How might career and non-career issues be related or interconnected? How might your work as a clinical therapist intersect with your work around career issues with this client?

d. Presentation (10 points)

Students will present the advocacy plan they developed as well as relevant connections from their case study. This should include why they chose their topic, background on why it's important, the action plan they developed, what they learned from this experience, and future advocacy that needs to be done. This presentation should be 20-30 minutes in duration. Students are encouraged to be creative, and this could include an experiential component for the rest of the class to participate in. The use of PowerPoint is optional for this presentation.

Social Action Project Rubric

3. Excellent (28-30 points total)	2. Acceptable (25-27 points)	1. Unacceptable (below 25 points)
<p>Lee's five personal action steps includes the following in excellent detail:</p> <p>-Answers to the questions associated with the five action steps.</p>	<p>Lee's five personal action steps includes the following in basic detail:</p> <p>-Answers to the questions associated with the five action steps.</p>	<p>Lee's five personal action steps does not include the following in basic detail:</p> <p>- Answers to the questions associated with the five action steps.</p>
<p>Action Plan includes the following in excellent detail:</p>	<p>Action Plan includes the following in basic detail:</p>	<p>Action Plan does not include the following in basic detail:</p>

<p>-Clear & concise plan of action for an area of advocacy - Feasible and doable action steps -in depth though on a need of a particular population</p> <p>Reflection paper includes the following in excellent detail:</p> <ul style="list-style-type: none"> - Implementation of action steps (what can be done) - Clear and in depth insight on the questions from section b - Further actions steps that can be taken - How advocacy relates to your role as a counselor. <p>Case Study</p> <p>-Every point of the assignment addressed in excellent detail</p> <p>Presentation includes the following in excellent detail:</p> <ul style="list-style-type: none"> -Clear and concise presentation that signifies preparation. -Demonstrates an understanding of the need for advocacy within the topic. - Includes all mandatory components as listed under part d of the assignment. -Presentation included a creative component to enhance the students’ understanding of the topic. 	<p>-Clear & concise plan of action for an area of advocacy - Feasible and doable action steps -in depth though on a need of a particular population</p> <p>Reflection paper includes the following in basic detail:</p> <ul style="list-style-type: none"> - Implementation of action steps (what can be done) - Clear and in depth insight on the questions from section b - Further actions steps that can be taken - How advocacy relates to your role as a counselor. <p>Case Study</p> <p>-Every point of the assignment addressed in adequate detail</p> <p>Presentation includes the following in basic detail:</p> <ul style="list-style-type: none"> -Clear and concise presentation that signifies preparation. -Demonstrates an understanding of the need for advocacy within the topic. - Includes all mandatory components as listed under part d of the assignment. -Presentation included a creative component to enhance the students’ understanding of the topic. 	<p>-Clear & concise plan of action⁹ for an area of advocacy - Feasible and doable action steps -in depth though on a need of a particular population</p> <p>Reflection paper does not include the following in basic detail:</p> <ul style="list-style-type: none"> - Implementation of action steps (what can be done) - Clear and in depth insight on the questions from section b - Further actions steps that can be taken - How advocacy relates to your role as a counselor. <p>Case Study</p> <p>-Every point of the assignment addressed in inadequate detail</p> <p>Presentation does not include the following in basic detail:</p> <ul style="list-style-type: none"> -Clear and concise presentation that signifies preparation. -Demonstrates an understanding of the need for advocacy within the topic. - Includes all mandatory components as listed under part d of the assignment. -Presentation included a creative component to enhance the students’ understanding of the topic.
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4. Module Quizzes

For several modules, students will complete an online quiz based on the weekly reading content. Quizzes will be ten questions and are untimed and open book. Quizzes must be completed by 9 am on the date of each respective class (except for online days they are due at 5 pm. Each quiz is worth 5 points.

5. –Attendance and participation in class instruction and online learning

Points Earned Criteria

Note Cards/ Reflections	50
Career Journey and Assessment	40
Social Action Project	40
Attendance	10
Quizzes	25
Total:	165

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

***CLASS 1: 9-11:30; CLASS 2: 12:30-3**

Date	Topic	Reading/Assignments (Complete prior to class for In-person OR by 5 pm on the day of Online)
May 23	Welcome & Syllabus Review	<i>Take Assessments</i> -MBTI (I provide link) -Strong (I provide link) -Via Strengths: free version (https://www.viacharacter.org/)
May 24	History And Theory Introductions Liz Whiston-Dean, Career Coach as Guest Speaker in am class (afternoon class welcome to come if you want)	Luke Chapter 1 <i>Virtual Notecard 1 Due</i>
May 25	Career Development Theory: Trait and Factor and Developmental	-Luke Chapters 2 & 3 <i>Virtual Notecard 2 Due</i> <i>Quiz 1 due before 5 pm on this date</i>
May 26 Check modules	Career Development Theory: Social and Cognitive Based <i>Assessment Workshop</i>	-Luke Chapter 4 <i>Virtual Notecard 3 Due</i>
May 31	Career-Focused Counseling in K-12 Settings Today is a field trip Turner Ashby HS...afternoon class should plan for morning time (9:30-11:30 at TAHS) or to arrange an alternate field trip	Luke Chapter 11 <i>Virtual Notecard 4 Due</i> <i>Quiz 2 due before class</i>
In Person June 1	Groups at Risk: Aging, Veterans, and Disabilities Today is a field trip to Innisfree Village...everyone from both classes should plan to be present from 10-12 at the farm in Crozet, VA	-Luke Chapter 9 -find one article about Aging Veterans or Disabilities and Career Issues; add summary of helpful interventions for this population on your Notecard <i>Virtual Notecard 5 Due</i>

June 2	Postmodern Theory and Counseling Theory Applied to Career Development	Luke Chapter 5 -Luke Chapter 6 <i>Virtual Notecard 6 Due</i> <i>Quiz 3 due before 5 pm on this date</i>
June 6	Career and Mental Health Disorders Career Focused Counseling in a Diverse World	-Luke Chapter 10 -connect with your partner(s) to work on Social Action Project <i>Virtual Notecard 7 Due</i> <i>Quiz 4 due by 5 pm this day</i>
June 7	Career-Focused Counseling in College and Emerging Adulthood Today is a field trip to JMU CAP for one hour of class time....we will meet entire class period (1-11 for am class and 2-3 for pm class)	-Luke Chapter 12 <i>Virtual Notecard 8 Due</i>
June 8	<i>No Class, work to finish Advocacy Project (Assignment 3, a, b, and c)</i>	
In Person June 9	Today is a field trip to Blue Ridge Community College (1-3 pm for both classes)	-
June 13		<i>Assignment 3 Due</i> Connect with partner(s) to record presentation and post
June 14	Applying Career-Focused Counseling to Counseling Students	-Luke Chapter 13 <i>Virtual Notecard 9 due</i> <i>Quiz 5 due before class</i> ½ River Presentations
June 15	Watch 3 presentations during class time and use Virtual Notecard to share two things you appreciated about the presentation and one question you have	<i>Virtual Notecard 10 due</i>

June 16	Presentations during class time Any Outstanding Final Class Materials Due by Noon	½ River Presentations 12
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