

University of North Texas at Dallas
Spring 2014
SYLLABUS

COUN 5470D.090 Career Development and Information Resources 3Hrs			
Department of	Counseling	Division of	Education and Human Services
Instructor Name:	Dr. Cyndi Matthews (in person instructor) Dr. Debra Osborn (online instructor)		
Office Location:	Building 2 – in classroom both before and after class		
Office Phone:			
Email Address:	Cynthia.matthews@unt.edu		
Office Hours:	By appointment		
Virtual Hours:	By Appointment		
Classroom Location:	DAL2, 339		
Class Meeting Days & Times:	Every Week: *5-6:50 Wednesday Evening (1/2 class) *Online portion (1/2 class)		
Course Catalog Description:	Survey of career development and counseling with emphasis on the occupational, career and educational information service. 3 hours.		
Prerequisites:	COUN 5680 and COUN 5710		
Co-requisites:	None		
Required Text:	Zunker, V.G. (2011). <i>Career Counseling: A Holistic Approach</i> (8th ed.). Pacific Grove, CA: Brooks/Cole		
Recommended Text and References:	<p><u>Recommended Journals:</u> Career Development Quarterly Journal of Counseling & Development Journal of Counseling and Clinical Psychology Journal of Counseling Psychology Journal of Vocational Behavior</p> <p><u>Recommended Websites:</u> National Career Development Association www.ncda.org American Counseling Association www.counseling.org American School Counselor Association www.schoolcounselor.org</p>		
Access to Learning	UNT Dallas Library:		

Resources:	phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com
Course Goals or Overview:	
	Students will acquire, enhance and demonstrate career development knowledge and skill. This course will provide survey of career development and career counseling, with an emphasis on information resources.
Learning Objectives/Outcomes: At the end of this course, the student will	
1	Identify career development theories and decision-making models (CACREP IIG4a)
2	Discuss career, vocational, educational, occupational and labor market information resources, and career information systems (CACREP IIG4b)
3	Demonstrate career development program planning, organization, implementation, administration, and evaluation (CACREP IIG4c)
4	Explain interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development (CACREP IIG4d)
5	Demonstrate career and educational planning, placement, follow-up, and evaluation (CACREP IIG4e)
6	Utilize assessment instruments and techniques relevant to career planning and decision making (CACREP IIG4f)
7	Discuss career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy (CACREP IIG4g)

Tentative Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by email and Blackboard postings.

Date	TOPICS	Readings/Assignments IN CLASS	Readings/Assignments ONLINE
1/15	Module 1: Introduction Overview of Course and Syllabus Historical Development and Basic Issues	Zunker Chapter 1 •Intro to Blackboard; •Quizzes, discussion questions •Finding career assessments – take asap • Quiz 1a on Introduction at end of class	
1/22	Ethics in Career Counseling (LO 1) Module 2: Theories of Career Development (LO 1)	Read Zunker Chapter 8 • Quiz 1b on chapter 8 at end of class (Note: Start working on self- assessment assignment by taking assessments yourself – see links on page 11 of syllabus) • Bring Resume, Cover letter, & Job posting to class	Zunker Chapter 2 • Quiz 2 on Blackboard (due Sunday, 1/26 by midnight) • Discussion questions answered on Blackboard (due 1/26 by midnight)
1/29	Module 3: Career Counseling Models (LO 1)	In Class Skill Development: Career Resources (LO 3) Resumes, Cover Letters, Interviews, Genograms •Tentative Career Development Center Visit • Bring Resume, Cover letter, & Job posting to class	Zunker Chapter 3 • Quiz 3 on Blackboard (due 2/2 by midnight) • Discussion questions answered on Blackboard (due 2/2 by midnight)
2/5	Module 4: Career Counseling Intake	• DUE: Resume, Cover letter, Job posting, Genogram DUE in class •Career Counseling Intake Interview •Career Assessments -MMY	Zunker Chapters 4 and 5 • Quiz 4 on Blackboard (due 2/9 by midnight) • Discussion questions answered on Blackboard (due 2/9 by midnight)

2/12	Module 5: Using Standardized Tests & Self Assessments Career Resources and Learning Platforms (LO 2, 6)	<ul style="list-style-type: none"> •Due: Career Assessment Review and Demonstration (group b) 	<p>Zunker Chapters 6 and 7</p> <ul style="list-style-type: none"> •Quiz 5 on Blackboard (due 2/16 by midnight) •Discussion questions answered on Blackboard (due 2/16 by midnight)
2/19	Career Resources (LO 3)	<ul style="list-style-type: none"> •Due: Career Assessment Review and Demonstration (group a) 	<ul style="list-style-type: none"> •No online assignment
2/26	Module 6: Career Counseling for Special Populations (LO 4, 7)	<ul style="list-style-type: none"> •Due: Personal Career Self-Assessment Results and Write-up (Values, Interests, SDS) due 2/26 by midnight online • Career Counseling Intake Interview 	<p>Zunker Chapters 9-12</p> <ul style="list-style-type: none"> •Quiz 6 on Blackboard (due 3/2 by midnight) •Discussion questions answered on Blackboard (due 3/2 by midnight)
3/5		<ul style="list-style-type: none"> •Due: Career Counseling Session and Self Reflection online due 3/5 by midnight online •No face to face class •Do Career Counseling Intake Interview 	<ul style="list-style-type: none"> •Work on Career Intake
3/12	Spring Break	<ul style="list-style-type: none"> •No face to face class 	<ul style="list-style-type: none"> •No online assignment
3/19	Module 7: Career Transitions Adult Career Development (LO 4)	<ul style="list-style-type: none"> •Due: Client Assessment and Treatment Plan Due 3/19 by midnight online •No face to face class 	<p>Zunker Chapters 13-14</p> <ul style="list-style-type: none"> •Quiz 7 on Blackboard (due 3/23 by midnight) •Discussion questions answered on Blackboard (due 3/23 by midnight)
3/26	Module 8: Career Counseling in Educational Settings	<p>Zunker Chapters 15-17</p> <p>Possible speakers – elementary, junior high, high school career development</p>	<ul style="list-style-type: none"> •Quiz Chapter 15 Due online by 3/30
4/2	Module 8: Career Counseling in Educational Settings	<p>Zunker Chapters 15-17</p> <p>Possible speakers – elementary, junior high, high school career</p>	<ul style="list-style-type: none"> •Quiz Chapter 16-17 Due online by 4/6

		development	
4/9	Implement Career Guidance Activities (LO 5, 7)	•Due: Comprehensive Career Development Presentation and Development Program 4/9 5:00 p.m. (group a)	•No online assignment
4/16	Implement Career Guidance Activities (LO 5, 7)	•Due: Comprehensive Career Development Presentation and Development Program 4/16 5:00 p.m. (group b)	•No online assignment
4/23	Follow-up Interviews	Prepare for 2 nd Interviews	•No online assignment
4/30	Follow-up Interviews	2 nd Interviews No Face to face class Final SOAP and self-evaluation due 5/2/2014 by midnight	Final SOAP and self-evaluation due 5/2/2014 by midnight
5/7	Final Exam	Final Exam In Class 5/7 @ 5:00 p.m.	Final Exam

***Please note that this is a **tentative, flexible** schedule. All changes will announced by the professor with advance notice either through blackboard, student email, or in class (depending on timing of the change).

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. Seven online quizzes covering course content based on textbook and lecture
2. Seven online activities or discussion questions covering course content based on textbook and lecture
3. One written review of an assigned career assessment and demonstration of how to administer the assessment. (See form provided).
4. One written self reflection of your career counseling session and video clip demonstrating clinical strengths (See form provided).
5. One client assessment and treatment plan. (See form provided).
6. One Comprehensive Career Development Program & Presentation_(See form provided).
7. One final exam.

Grading Matrix:

Instrument	Value (points or percentages)
10 Quizzes	100 (8 online; 2 in person)
6 Online activities or Discussion Questions *8 points for initial post – 2 points for quality response to a fellow student/peer	60 (6 online)
Career Assessment Review & Demo	100 (Presentation due 2/12 (B) & 2/19 (A) 5:00 p.m. in person; Written portion due 2/12 online by midnight)
Cover Letter, Resume, Career Genogram, Job Posting	50 (due 2/5 by midnight online)
Career Self Assessments & Write-Up (SDS, values inventory, interest inventory)	50 (due 2/26 5:00 p.m. in person)
Career counseling session and self reflection form & video clip	100 (due 3/5 by midnight online)
Client Assessment and Treatment Plan	160 (due 3/19 by midnight online)
Career Development Program	160 (Presentation due 4/9 (A) & 4/16 (B) 5:00 p.m. in person; Program due 4/9 by midnight online)
Attendance/Participation	25
Final SOAP & self-evaluation	100 (Due 5/2 by midnight online)
Final Exam	100 (5/9 in person in class)
Extra Credit	
TOTAL	1,000

Grade Determination:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59-0%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Policy on Late Assignments:

In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason (family death, hospitalization, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Plagiarism:

Students should be aware of an available service called "SafeAssignment" and "Turnitin" to detect plagiarism. University of North Texas-Dallas has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives the matching score and a report. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment or turnitin. If plagiarism is found, the student will automatically receive an F in the course and will immediately be brought to the faculty's attention regarding fitness to proceed in the program.

Professional Demeanor:

Students are expected to behave in a professional manner. Elements of professionalism include the following:

- 1) personal and academic integrity*
- 2) responsibility for one's own behavior, tasks, assignments and life lessons*

- 3) *consideration, caring and sensitivity to peers/instructor and appropriate interactions*
- 4) *maturity, including the capacity to accept "no"*
- 5) *evidence of a continuous process of self exploration, resulting in enhanced self-awareness*
- 6) *practice of ethical and moral professional behavior*
- 7) *openness to constructive feedback*
- 8) *willingness to try new behaviors and to make suggested changes*
- 9) *lack of complaining, badgering, whining, etc., especially over points or half-points*
- 10) *positive and enthusiastic attitude and engagement in the class activities and discussions*
- 11) *consistent meeting of deadlines*
- 12) *use of technology in an appropriate manner (laptops are encouraged, but only for academic purposes – checking FB, email, etc., is only appropriate during breaks)*

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Weekly Class Attendance, Timeliness, and Constructive Participation is a professional responsibility.

Students will have 5% deducted from their total points if they

- (a) miss more than one class meeting for other than an emergency reason (death in family, hospitalization, severe illness);*
- (b) are tardy more than 10 minutes or leave class early more than twice a semester; or*
- (c) consistently interact in a non-professional or disruptive manner with peers or professors. Additional missed classes or chronic tardiness will result in another 5% deduction.*

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Extra Credit Opportunities:

Extra credit opportunities are only available to those who have completed all quizzes and discussion questions. There will be four extra credit opportunities – you may choose one, two, or all of these. They will add up to 40 points on your career theory exam. 1) get your resume critiqued in the career center, have the critique stamped, and submit both the critiqued resume and the updated resume (10 points); 2)

write and submit a 950 word article (instructor approval required) to NCDA's professional e-zine, *Career Convergence* (20 points); 3) submit to the professor, either via email or in person, the certificate from UNT-D that shows you completed and submitted the teacher evaluation at the end of the semester (10 points); 4) write up a counseling case study and treatment plan for one of the characters in one of the following movies: *The Company Men*, *For Colored Girls*, and the book *A Million Little Pieces* (10 points). These extra credit opportunities will be available up until the last day of the semester.

Syllabus Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Career Assessment Review
Written portion + Power Point Due 2/12 midnight
Power Point Presentation due 2/12 (Group B) 2/19 (Group A)
Use Mental Measurement Yearbook and other Resources in your write-up

Instrument:
Authors/Publishers:
URL (where can I buy this inventory):
Copyright date:
Level of administrator (What level or requirements must the test administrator have):
General Purpose of Test:
Description of appropriate test taker (age, concerns, etc.) based on norm group. What group was this test normed on?
Reliability & Validity Data (report the numbers/coefficients as well as how they established reliability and validity – do not copy/paste – if you paraphrase, cite!):
How the Test is Administered and Scored:
Adequacy of Manual (if available):
Citation of article in APA, 6 th edition format:

Note: If you cannot find an article on the inventory, you have three options: 1) choose another inventory; 2) cite a book or technical report that reviews the inventory; or 3) find an article that measures the construct and reflect on how the article findings relate to what the inventory measures/doesn't measure).

Summary of Article Findings (do not copy/paste abstract):

Summary of Mental Measurement Yearbook Critique and MMY citation(do not copy/paste):

Strengths of Instrument (not just what the reviewers said, but your opinion also):

Weaknesses of Instrument (not just what the reviewers said, but your opinion also):

How You Might Use This Instrument With Your Population:

Self-Assessment, Write-up & Interpretation
Due 2/1 5:00 p.m. in person

As a part of an experiential activity, you will be asked to complete the inventories listed below. This is also ethical practice, in that you should take any inventory (and practice interpreting the results) prior to giving it to a client.

You must complete the following inventories:

<http://www.texascaresonline.com>

- 1. Work Importance Locator (card-sort inventory)**
- 2. Interest Profiler (Self Directed Search)**

<http://careerresource.coedu.usf.edu/linkcareerlab/interactivelab.htm#>

- 3. Virtual Card Sort**

www.myplan.com

- 4. Career Values Assessment (free)**

[UNT-Dallas career website or other assessment](#)

- 5. To Be Decided by you**

Table and Write up description on next page.

1. Your results should be compiled in this table and attached to your write-up.

	Scores for total and main scales (include actual scores for main scales)	Main Interests, Personality Descriptors or results	Occupations to Consider or Pursue	Occupations to Avoid (if applicable)
Work importance (card-sort)				
Interest Profiler (Self-Directed Search)				
Virtual Card Sort				
Career Values Assessment				
Other Assessment				
Expert Interview (ask someone who knows you will to respond to these 3 boxes about you)	Include the name and relationship to you here.			

2. Write a paragraph that interprets/summarizes what your results suggest, what you have learned about yourself, what themes you see, any potential contradictions, which assessment was most helpful and why. You should complete this assignment and submit your table and your interpretation to the appropriate Blackboard Discussion Board. Also, bring the hard copies of all your test results to class on the due date. Assignments turned in after the deadline will result in a 50% deduction. Bring a highlighter, too!

Career Counseling Session Summary and Self Reflection
Due 3/5/2014 by midnight online

Client/Age: _____ **Counselor:** _____ **Date** _____

Did you supply someone else for your partner to interview? _____

Client Description: Manner of dress, physical appearance, illnesses, disabilities, energy level, general self-presentation

Subjective: (Presenting problem(s) or issue(s) from the client's point of view. What the client says about causes, duration, and seriousness of issue(s). If the client has more than one concern, rank them based on client's perception of their importance)

Objective: Counselor's observation of the client's behavior during the session. Verbal and nonverbal, including eye contact, voice tone and volume, body posture.

Assessment: (Your general impressions/clinical understanding/conceptualization based on your career theory/counseling theory. Identification of themes and patterns in what client says and does. Note progress client is making toward goals.)

Plans/Recommendations for Client for next session: Short and long-term goals. How you want to interact with client; what you may plan to respond to in next session with client (follow-up on family issues discussed). Do you plan to help client focus on thoughts, feelings, or behaviors? What particular strategy or theoretical approach might you use? What do you base your plan on?

Plans for Counselor: What reading or research do you need to do in preparation? Practice? What help do you need from your supervisor?

SESSION IMPROVEMENT PLAN
Due 3/5 by midnight online

Counselor Name: _____

Session Date: _____

A. Strengths You Exhibited (minimum of 2) and Why They Were Effective:

1.

2.

B. Better Responses (minimum of 2):

1. a. Client - What the child said or did

b. Counselor Response - What you said or did

c. Better Response - What you would have like to have said or done

d. Reason for Change - Why this would have been a better response

2. a. Client - What the child said or did

b. Counselor Response - What you said or did

c. Better Response - What you would have like to have said or done

d. Reason for Change - Why this would have been a better response

C. Areas for Growth (minimum of 2) and How this Area Interfered with the Counseling Process:

1.

2.

D. Counselor Goals and Strategies: (List at least 2 goals that you will set for yourself to improve your approach and describe strategies for you to obtain these goals.)

1.

2.

Career Counseling Client Assessment and Treatment Plan
Due 3/19 by midnight online

- I. **Identifying Data:** Should include descriptive data for the purposes of identifying the individual. This consists of items such as name (fictitious or initials), sex, birthdate, race/ethnicity, disability, school, grade, or job position
- II. **Reason for Referral:** Should include a detailed description of the career concerns.
- III. **Sources of Data:** Should include identification of sources of data which provided the information concerning the client's situation.
- IV. **Relevant Data:** Only report the facts; do not provide any interpretations at this point. The list below is not all inclusive; you may add a section if it is appropriate. You do not have to address every aspect of the four main categories, but you must address every main category. Make sure every "factual" statement is accompanied by "according to..."
 - A. **Physical Status:** Includes general impressions/observations, obvious physical limitations and illnesses/general physical condition, medical examination results, physical defects/limitations, and medications
*The need for medical examination data would be contingent upon suspicion of possible physical factors relating to the behavior of concern. In this case, the client/parents would be asked to obtain this data for you.
 - B. **Educational Status:** Includes present level of school achievement, previous history of school achievement, impression and observation of teachers past and present, standardized test results, peer relationships in the school settings, other relevant data from counselors, teachers, administrators and other pupil personnel specialists
 - C. **Personal-Social Data:** Includes personality characteristics (general impressions); attitudes towards home, school, self, others, etc.; hobbies, leisure activities, work experiences; educational – vocational plans and interests; marked likes and dislikes, fears, etc.; special personal or social strengths, problems, etc.
 - D. **Home and Family Data:** Includes individuals living in the same home – relationships, ages, etc.; economic level, cultural resources, education of parents, etc.; home cooperation with the school; relevant developmental data; and nature of contacts with social agencies.
 - E. **Work Data (optional):** Includes what occupations the person has held, how often job changes occur, job satisfaction, career goals, concerns about work, etc.
 - F. **Multicultural Considerations:** Also discuss any effects of racism, discrimination, sexism, power, privilege, and oppression on your client's career concerns/history.
- V. **Career Assessment Results:** Report results for each individual test. Do not make any interpretations at this point. State results in terms of stanines or other descriptives. Include sentence completion statements or complete early memories.
- VI. **Summarization, Interpretation, and Analysis of Data:** In this section, you attempt to summarize the data reported in IV and V. You would include the client's strengths and weaknesses as they may relate to his/her problems. You may discuss how the client's past experiences contributed to the current problem, but do not ascribe cause and effect relationships to past events. Also, avoid stating your hypotheses as facts.

- VII. Recommendations:
- A. Based on the previous information and your interpretations, you will develop tentative recommendations for appropriate actions on the part of the counselors, teachers, parents and other appropriate persons, including the client.
 - B. These recommendations should be as specific as possible, e.g., do not suggest “individual counseling”, but instead suggest counseling focusing on specific objectives. Include recommendations that are desirable even if not practical at the time.
 - C. Make sure that your recommendations line up with the reason for testing and your test results and data interpretation.
 - D. Make the recommendations realistic – don’t list 20 recommendations. If you have recommendations for different groups (parents, child, teacher, etc.), then write them according to group. Indicate which recommendations are most important (and which are desirable).
 - E. Each of these recommendations (and you should have at least three) should be supported by research. Cite the author and year after each recommendation.
 - F. Also describe the career theory used. Be specific as to how you would incorporate key tenets into your sessions.
- VIII. Plans for Implementation and Follow-Up: In this section, tasks should be assigned to appropriate people. Also, include how progress will be monitored. Who will follow up and when? Include a timeline which shows intervention points and who is doing what when.
- IX. References: List your references for the recommendations made in VIII, in APA 6 style.

Comprehensive Career Development Program & Presentation
Written Portion Due 4/9 by midnight online
Presentation due 4/9 (Group A) 4/16 (Group B)

Students will work in groups of five (or six) to develop a proposed comprehensive career development and counseling program within a specific setting. Students will facilitate a presentation on the current trends in their identified setting and present their proposed program.

Comprehensive Program

Students will select a) elementary school/children, b) middle school, c) high school, d) higher education, or e) community or private practice. The following aspects should be included in the programs:

1.) **Identify the target population and demographics.** Select a local school, college, business, or the local community (depending on which setting you are working with) and describe the characteristics of the setting and the demographics of the population that you will serve. Create a “profile” that describes these aspects. If you are developing a community program, it might be helpful to collect information from local employment agencies.

2.) **Needs assessment.** Determine the specific needs of the population that you are serving. This may be done through questionnaires for the population, and/or for parents, teachers, and administrators if you’re working in a school. Information may also be collected through focus groups or through existing organization data. In this section, include the specific ways you will obtain this information. If you are giving questionnaires, include how and when they will be collected and include a copy. If you do focus groups include a list of questions.

3.) **Develop specific measurable objectives.** Provide clear statements about what clients will gain by participating in your program. These objectives should be connected to the needs of the population and/or standards developed by the professional counseling organizations (e.g., ASCA, NCDA). This section should include approximately 5-8 objectives for the program. Cite the appropriate ASCA or NCDA standard for each objective.

4.) **Delivery of career planning services.** Describe the modalities by which you will provide career development services to your target population. This may include workshops, career development groups, offering a career planning course in an educational setting, computer or internet based programs, and individual meetings. An ideal program will include a combination of these modalities. Outline the specific timeline that will guide when, where, and how you will deliver your services.

5.) **Content of the program.** Specifically describe how the program will meet each of the stated objectives. Develop the curriculum for each of the methods. For example, if you are conducting a workshop, provide an outline including the materials you will use. If you are facilitating a group provide an outline or “lesson plan” for at least two group sessions. If you develop a class, provide an outline for the topics to be covered each week and the required books or assessments for each student. Be sure to include the specific assessments and interventions that you will use.

6.) **Promote your program.** Develop creative ways to advertise your program. This may be through advertisements (email blasts, flyers, announcements), speaking to a group, or through a website. Be creative in this section.

7.) **Program evaluation.** Identify the specific ways that you will evaluate the effectiveness of your program. What data will you collect? How will you measure your participants' progress? What formal assessments will you use? Be specific.

Presentation

Students will work in their groups to present on the current trends in career development within the setting for which they develop a comprehensive program. Students are welcome to use information from the class text, but are also encouraged to gather information from additional sources. Students are encouraged to make the presentation creative, entertaining, and interactive. This may include interviews with professionals in that setting, role play sessions, experiential activities, etc. In addition, students will present their career program to the class and engage the class in an experiential activity that is included in their curriculum. The presentation should last approximately **30** minutes.

Follow-up Career Counseling Session Summary and Self Reflection
Due 5/2/2014 by midnight online

Client/Age: _____ **Counselor:** _____ **Date** _____

Client Description: Manner of dress, physical appearance, illnesses, disabilities, energy level, general self-presentation. Note any differences from first session.

Subjective: (Presenting problem(s) or issue(s) from the client's point of view. What the client says about causes, duration, and seriousness of issue(s). If the client has more than one concern, rank them based on client's perception of their importance)

Objective: Counselor's observation of the client's behavior during the session. Verbal and nonverbal, including eye contact, voice tone and volume, body posture.

Assessment: (Your general impressions/clinical understanding/conceptualization based on your career theory/counseling theory. Identification of themes and patterns in what client says and does. Note progress client is making toward goals.)

Plans/Recommendations for Client for next session: Short and long-term goals. How you want to interact with client; what you may plan to respond to in next session with client (follow-up on family issues discussed). Do you plan to help client focus on thoughts, feelings, or behaviors? What particular strategy or theoretical approach might you use? What do you base your plan on?

Plans for Counselor: What reading or research do you need to do in preparation? Practice? What help do you need from your supervisor?

SESSION IMPROVEMENT PLAN
Due 5/2 by midnight online

Counselor Name: _____

Session Date: _____

A. Strengths You Exhibited (minimum of 2) and Why They Were Effective:

1.

2.

B. Better Responses (minimum of 2):

1. a. Client - What the child said or did

b. Counselor Response - What you said or did

c. Better Response - What you would have like to have said or done

d. Reason for Change - Why this would have been a better response

2. a. Client - What the child said or did

b. Counselor Response - What you said or did

c. Better Response - What you would have like to have said or done

d. Reason for Change - Why this would have been a better response

C. Areas for Growth (minimum of 2) and How this Area Interfered with the Counseling Process:

1.

2.

D. Counselor Goals and Strategies: (List at least 2 goals that you will set for yourself to improve your approach and describe strategies for you to obtain these goals.)

1.

2.

UNT Dallas
Department of Counseling and Human Services
Class Attendance and Participation Rubric

In an effort to cultivate an effective learning environment, faculty members request that each student meets expectation of the following behaviors. The intent of this rubric is NOT to be punitive but rather to have clear and consistent expectations across the department. Students have the freedom to choose their behavior. Faculty will enforce the following guidelines for the behaviors that students choose.

	Meets Expectation (5 points)	Occasionally Below Expectation (2.5 point)	Consistently Below Expectation (0 points)
1. Attendance	Attends all class with one or less excused absence.	Misses one class with excused absence and one absence due to emergency (family member death, hospitalization, or something involving police or firefighters).	Misses two or more classes due to non-emergency (family member death, hospitalization, or something involving police or firefighters).*
2. Punctual	Arrives and is ready to begin on time with no more than one tardy and remains to the end of class.	Is more than 5-10 minutes tardy two times or leaves class early two times.	Is more than 10 minutes tardy more than two times or leaves class early more than two times.*
3. Quality Contribution	Questions and comments are on topic, indicate reflection and knowledge of readings, and contribute to a deeper understanding .	Questions and comments are occasionally (2 times) tangential, do not indicate knowledge of readings, and do not contribute to a deeper understanding.	Questions and comments are often tangential (3+ times), do not indicate knowledge of readings, and do not contribute to a deeper understanding.
4. Attentive Behavior	Pays attention and does not engage in side conversations or off-task technology activity (i.e. texting, surfing web, social networking) more than once a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) twice a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) more than twice a semester.
5. Responsible Behavior	Is consistently informed by checking Blackboard, syllabus, and emails for instructions and updates.	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.

Total possible points or percentage: 25

* Results in drop in the final letter grade in class. If four or more, then drops another letter grade.