

College of Health and Human Services
School of Intervention and Wellness

COUN 5110: Career Counseling and Development

Spring 2021

Instructor: Megan Mahon, Ph.D., LPCC/S
Email: megan.crotte@rockets.utoledo.edu
Office hours: By Appointment (Email)
Course Prerequisites: NONE
Semester Credit Hours: 3

Course Website: Blackboard Learn

Course Description:

Theories, resources and practices of career counseling and development are presented. Knowledge and skills for promoting career growth among a broad range of individuals across the life span is emphasized.

Purpose and Content Areas:

The COUN 5110 Career Counseling and Development course is designed to provide a developmental process of obtaining knowledge and skill in personal and career life planning. Emphasis is placed on gaining knowledge of career development, career theories, decision-making processes in career and life choices, different types of career assessments, application of career counseling interventions and the evolution of career over the life span.

Instruction Method:

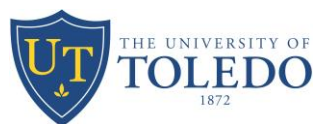
This fully online course is designed to stimulate student learning through the web-based delivery of readings as well as collaborative activities involving asynchronous discussion and/or group projects. **No on-campus meetings will be required.** Students are asked to actively participate in online discussions and finish all assignments.

Required Texts:

Niles, S. G., & Harris-Bowlsbey, J. E. (2017). *Career Development Interventions in the 21st Century* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Required Readings:

There will be additional required articles on top of the textbook along with videos and other



supplemental material. Required readings will be uploaded to Blackboard. Students will be asked to utilize readings beyond the text to complete online discussion and assignments as a core part of this online course.

Student Learning Outcomes (SLOs):

The course contributes to meeting the Council on Accreditation of Counseling and Related Educational Programs (CACREP) accreditation general program objectives and curriculum standards related to career development (CACREP II.F.4).

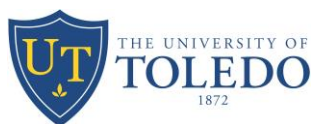
CACREP Standards Addressed:

1. theories and models of career development, counseling, and decision making (CACREP II.F.4.a.);
2. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP II. F.4.b.);
3. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information system (CACREP II. F.4.c.);
4. approaches for assessing the conditions of the work environment on clients' life experiences (CACREP II. F.4.d.);
5. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP II. F.4.e.);
6. strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP II. F.4.f.);
7. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP II.F.4.g.);
8. strategies for facilitating client skill development for career, educational, and lifework planning and management (CACREP II.F.4.h.);
9. methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP II.F.4.i.);
10. ethical and culturally relevant strategies for addressing career development (CACREP II.F.4.j.).
11. use of developmentally appropriate career counseling interventions and assessments (CACREP 5.G.3.e.).

In addition, the material in this course is designed to meet the Laws and Regulations of the Ohio Counselor and Social Worker Licensure Board. The Ohio Administrative Code that is met is Rule 4757-13-01(A)(1)(d)(xi) Professional, Legal, and Ethical.

Course Requirements & Assignments

Students are expected to demonstrate professional dispositions including open-mindedness, ownership and responsibilities to this online course, alignment with professional ethical



standards (e.g., 2014 ACA Code of Ethics), willingness to give and take constructive feedback, respectful interactions, and accomplishing all readings and assignments on a timely manner. Specifically, students are expected to:

1. Review all assigned text chapters, readings, and supplemental materials.
2. Actively participate in online discussion.
3. Provide thoughtful comments/feedback online to facilitate mutual learning.
4. Complete all course assignments by the due dates as specified in the schedule. Note that late assignments may be rejected to be graded.
5. Engage in a high level of self-exploration and critical self-reflection through online discussion and other written assignments.
6. Demonstrate respect for the instructor through professional dispositions.
7. Communicate with the instructor if having difficulty with the course. Discuss any *potential* problems about grades, assignments, online discussion, etc., with the instructor as soon as possible. Do not wait until after the fact to try and resolve difficulties.
8. Be familiar with computer applications such as word processors, web-based searches, library search databases, and other computer software.

Assignments

1. *Choose 1 assessment (either the Career Personality Test OR the Strong Interest Inventory) and follow the instructions:*

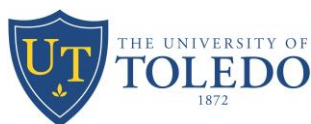
Career Personality Test (10 points)

The Myers-Briggs Type Indicator (MBTI) will produce results which based on your answers will identify you with one of sixteen personality types. Your MBTI personality type represents your preferences in four separate categories, each category composed of two opposite poles. The four categories describe key areas that combine to form the basis of your personality type:

Where you focus your attention	<i>Extroversion (E) or Introversion (I)</i>
The way you take in information	<i>Sensing (S) or Intuition (N)</i>
The way you make decisions	<i>Thinking (T) or Feeling (F)</i>
How you deal with the outer world	<i>Judging (J) or Perceiving (P)</i>

Your MBTI type is indicted by the four letters representing your preferences, e.g., INFP. Your responses to the MBTI assessment indicate both your preferences and the clarity or relative strength of those preferences.

For this assignment, go to <http://www.16personalities.com/> and take the Personality Test. Write a short report summarizing your findings. Your submission should be a minimum of 4 pages in length (not including cover page and references, you do not need to include an abstract), typed, double-spaced, in Times New Roman 12-point font. Please address the



following questions and support your discussion with citations to your textbook and at least 2 professional, peer reviewed journal articles.

- Did the Career Personality Test (Myers-Briggs Type Indicator; MBTI) assessment add to your self-knowledge? How so?
- How well do you think your four-letter personality type describes you? For the most part, do you agree or disagree with it? Explain.
- Read through all the components of 'Explore Your Type' and reflect on the various descriptions of your personality type. What is your reaction to some of these components – please include a description of your career personality type and how it helps to explain your decision to become a professional counselor (or other kind of professional).
- Provide a brief summary of your overall reaction to taking the MBTI. Include in your summary what surprised you, whether you found it disappointing or inaccurate, and whether, or under what circumstances, you would use the MBTI in your professional practice.

Strong Interest Inventory (10 points)

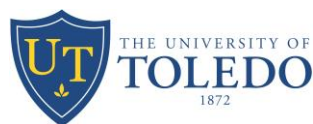
Complete the O*NET Interest Profiler (Strong Interest Inventory; SII) found online at: <http://www.mynextmove.org/explore/ip> and identify your top three interest areas (e.g., SAI).

Write a short report summarizing your findings. Your submission should be a minimum of 4 pages in length (not including cover page and references, you do not need to include an abstract), typed, double-spaced, in Times New Roman 12-point font. Please address the following questions and support your discussion with citations to your textbook and at least 2 professional, peer reviewed journal articles.

- Did the SII assessment add to your knowledge in any way? If so, comment on this.
- How does the career that you are currently considering fit with what you learned about yourself?
- What are some other occupations listed at O*NET Advanced Search that fit with your personality type:
<http://www.onetonline.org/find/descriptor/browse/Interests/>
- Why are you, or why are you not, interested in pursuing any of these other occupations? Explain your thoughts.
- What other reactions did you have to the SII? Include in your response what surprised you, or what you found lacking, and whether, or under what circumstances, you would this assessment in your professional practice.

2. Online Quizzes (15 points)

The course contains 3 online quizzes with each weighing 5 points. These can be found on Blackboard, in the week that they are due. These quizzes will all relate to textbook readings.



3. Online Discussions (50 points)

Students will complete 10 online discussion prompts throughout the course worth **5 points each (with 3 points allocated to each original post and 2 points for responding to at least one classmate)**. To earn a complete 5 points on an online discussion activity, students must demonstrate adequate effort, analysis, depth, and personalization on your original post and respond to at least one of your peer's original posts with adequate effort, analysis, depth, and personalization. Online discussion will be set up on Blackboard and responses will be mixed written and video format. The instructor will monitor the interaction process.

Initial discussion posts will be due on Fridays by 11:59pm EST and peer responses by Sunday at 11:59pm EST. Due to the interactive nature of this course, late discussion posts cannot be accepted for credit.

Online Discussion Guidelines: Please read these carefully

One of the advantages of discussions online is that you can engage your instructor and fellow students at times when it is convenient for you. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics--but it's up to you to make this happen.

Some guidelines for participating in an online discussion:

1. Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.
2. Do appropriate preparation, such as reading and lesson activity work, before you join the discussion.
3. To receive full credit when responding to peers, comments should be a paragraph of at least 100 words. Your responses should encourage continued discussion and collaboration on the topics covered.
4. Check your message before you send it. Pay attention to your spelling and grammar and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.
5. Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said ("Piggy-back" on



other people's ideas).

6. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?
7. Share your experience with your fellow students. You may be able to offer advice to someone who is newer to the course.
8. Respect others' ideas and opinions. Feel free to disagree but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable in this course.

4. Career Socialization and Theory Paper (15 points)

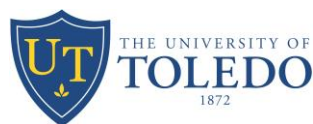
This assignment is designed for students to personally analyze your own career socialization and apply relevant career theories. This paper should capture a personal and career analysis of your life from the values, attitudes, and behaviors that you have developed up to this point in your life. What specific factors, people, and events make your career development different from any other person? For example, how has your career development been differentially affected by 1) your early childhood experiences, 2) your parent or family values, 3) societal influences in schools, the media, and the overall values of the American culture, 4) your personality, 5) socioeconomic, race, class, ethnic, and religious factors, 6) chance factors, 7) specific event or transitions in your life, and 8) Psychosocial, emotional, and psychological barriers/problems.

Use two career counseling theories to explain your current career decision-making and career goals. Use each theory's main ideas to explain why you chose the career you did. After this, compare and contrast the theories' explanation of your career decision-making, i.e., how are they similar in their explanation of your decision-making and how do they differ in their explanations of your decision-making? How will you apply this knowledge to your future work as a counselor?

Please use APA formatting (double-spaced, Times New Roman 12-point font, 1-inch margin) and support your discussion with at least 5 relevant peer-reviewed journal articles. Papers should not exceed 8 pages. In 8 pages, please include the title page, actual body of work with APA style citations, and a reference list (you **do not need** to include an abstract).

5. Final Exam (10 points)

A final exam that covers chapters 10-15 of the Niles and Harris-Bowlsbey textbook will be available on Blackboard during exam week.



NOTE: All assignments should be submitted via BlackBoard by the due dates (see class schedule). You will find specific folders/dropbox on your Blackboard course website to submit correspondent assignments. **All assignments are due on Sunday by 11:59pm EST on the week they are assigned. All initial discussion posts are due by Friday at 11:59pm EST and peer responses are due by Sunday at 11:59pm EST.**

Spring 2021 Course Schedule

(see Blackboard for detailed info and additional readings/videos/activities)

Week 1 (1/19-1/22)

Niles & Harris-Bowlsbey chapter 1 & 2

Week 2 (1/25-1/29)

Niles & Harris-Bowlsbey chapter 2 & 3

Week 3 (2/1-2/5)

Niles & Harris-Bowlsbey chapter 4 & 5

Quiz on Chapters 1-3 due on 2/7/21 by 11:59pm

Week 4 (2/8-2/12)

Niles & Harris-Bowlsbey chapter 6

Week 5 (2/15-2/19)

Niles & Harris-Bowlsbey chapter 7

Week 6 (2/22-2/26)

Niles & Harris-Bowlsbey chapter 8

Quiz on Chapters 4-6 due 2/28/21 by 11:59pm

Week 7 (3/1-3/5)

Niles & Harris-Bowlsbey chapter 9

Assessment Activity due 3/7/21 by 11:59pm

Week 8 (3/8-3/12)

Niles & Harris-Bowlsbey chapter 10

Week 9 (3/15-3/19)

Niles & Harris-Bowlsbey chapter 11

Quiz on Chapters 7-9 due 3/21/21 by 11:59pm



Week 10 (3/22-3/26)

INSTRUCTIONAL BREAK

Week 11 (3/29-4/2)

Niles & Harris-Bowlsbey chapter 12

Week 12 (4/5-4/9)

Niles & Harris-Bowlsbey chapter 13

Career Socialization and Theory Paper due 4/11/21 by 11:59pm

Week 13 (4/12-4/16)

Niles & Harris-Bowlsbey chapter 14

Week 14 (4/19-4/23)

Niles & Harris-Bowlsbey chapter 15

Week 15 (4/26-4/30)—4/28 LAST DAY OF CLASSES

Study for Final

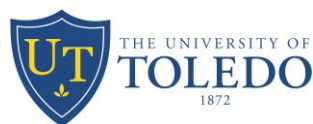
Week 16 (5/3-5/7) FINALS

Final Exam on Chapters 10-15

NOTE: *Class schedules and topics are subject to change at the instructor's discretion.*

Evaluation and Grading:

A letter grade consistent with students' performance on the elements of this course, including conduct, will be awarded upon completion of the requirements for this course. Ultimately, student grades and evaluation will be at the discretion of the instructor. Late assignments/quizzes are accepted for -10% the first week and -20% the second week. Assignments/quizzes 2 weeks past the due date cannot be accepted for credit. You can earn 1/2 credit on late discussion posts if they are posted within 3 days of the due date. In addition, students may not pass/complete this course without completing/submitting all of the requirements. Grades will be announced only through the usual University procedures. The +/- system is not used in this course.



In this course, final grades will be assigned based upon the total possible points as follows:

A = 90-100

B = 89-80

C = 79-70

D = 69-60

F = 59 or less F; Failing to complete all requirements, regardless of point total F

Application Activity = 10 points

Online Quizzes = 15 points

Online Discussions = 50 points

Career Socialization Paper = 15 points

Final Exam = 10 points

Total Points = 100 points

General Accessibility Statement on Course Technology:

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, [Blackboard Learn](#), is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as [Echo360](#), are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software.

If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Office of Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

Course Communication Guidelines

1. Email

Students are expected to check their UT email account frequently for important course information. Please allow 24-48 hours M-F for emails to be responded.

2. Discussion

In this fully online course, participation is vital to students' success, and students' active engagement during discussion is crucial to learning. Students are responsible to demonstrate ownership to this course through initiating original posting and thoughtfully responding to peers.

3. Netiquette

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student



Handbook. To ensure your success when communicating online, take time to familiarize yourself with the “dos” and “don’ts” of [Internet etiquette](#).

Campus-Wide Support

1. Technical Support

If you encounter technical difficulties with Blackboard, please contact the [Learning Ventures Help Desk](#) at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and a Learning Ventures staff member will respond on the next business day.

***Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT’s [IT Help Desk](#)** at (419) 530-2400 or ithelpdesk@utoledo.edu.*

6. Learner Support

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

- 1) **eTutoring Services:** [The Ohio eTutoring Collaborative](#), in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.
- 2) **eLibrary Services Portal:** The [eLibrary](#) is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.
- 3) **Student Disability Services:** [Student Disability Services](#) provides accommodations and support services to students with disabilities.
- 4) **Counseling Center:** [The Counseling Center](#) is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.
- 5) **Services for Online Students:** Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the [Resources for Current Students](#) webpage to learn more about the wide range of services for online students.



Other Relevant Class Policies

1. Licensure

The Ohio Counselor, Social Worker, and Marriage and Family Therapist Board will only accept courses in which the student earns a grade of B- or higher. Courses with grades of C+ or lower will not be counted toward licensure (OCSWMFT Rule 4757-3-01(J)(1)).

2. Cheating and Plagiarism

Any student found cheating on a test or assignment or any student who represents the work of another person as his or her own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog and the Department Policy on Plagiarism which is posted on the Department website.

3. Attendance and Participation

It is the student's responsibility to keep up with readings and assignments, and to contribute to class discussions.

4. Confidentiality

Students will be expected to maintain confidentiality and to respect the right to privacy of others and their fellow students. The ability to demonstrate respect of others in class is an important barometer of how you will relate to co-workers and clients in practice. Remember this is a professional education and training program. You are expected to behave accordingly. In addition, test security will be honored since there will be demonstrations of actual instruments.

5. Drop/Withdrawal

Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

6. Special Needs

Students who require individualized arrangements for taking tests, taking notes, completing assignments, or any other aspect of the class should discuss these needs with the instructor. Every effort will be made to make reasonable accommodations to facilitate student learning and performance in the course.

7. ADA Compliance

The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 ("the



Rehabilitation Act”) and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03

8. Email

The University of Toledo issues each student an official UT email address. This email address usually takes the form of `firstname.lastname@rockets.utoledo.edu`. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

9. Student Evaluations

At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

10. Course Changes

The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

11. Diversity and Inclusion

In concert with the University of Toledo’s values and expectations, the faculty within the Judith Herb College of Education, Health Science and Human Service upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. Hence, all students enrolled in this course will be expected to:

- 1) Be considerate of the thoughts and ideas of others
- 2) Promote a collaborative and supportive educational environment in a community of ideological, physical or ethnic differences
- 3) Treat every individual with kindness, dignity, and respect regardless of:



- Gender,
- Race/ethnicity,
- Religion,
- Sexual orientation,
- Impairment(s)/Disability(ies),
- Social economic status,
- Political views, and
- Other element(s) of uniqueness

Contact Information:
Office of Accessibility; Rocket Hall
Room 1820
Phone: 419.530.4981
TTY/VP: 419.530.2612
Fax: 419.530.6137
Email: OfficeOfAccessibility@utoledo.edu