

CEPY 5320: Career/Life Planning and Vocational Assessment
Spring Semester 2023
Thursday 4:45-7:15 PM

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Office hours: Wed 1pm-3pm or by appointment

Land Acknowledgment

New Mexico State University honors Native American knowledges and worldviews based on intimate relationships to the natural world. The genesis of the Southwest Indigenous Peoples, including the Pueblo, Navajo, and Apache, established their guardianship of the lands now occupied by New Mexico State University. As the state's Land-Grant University, we acknowledge and respect the sovereign Indian Nations and Indigenous Peoples. We pledge to have a meaningful and respectful relationship with the sovereign Indian Nations, Indigenous communities, and Native American Peoples within the institution.

Catalog Description of Course

Vocational choice theories, relationship between career choice and lifestyle, sources of occupational and educational information, and approaches to decision making and values clarification.

Course Objectives

At the completion of this course, students should have an understanding of career development and related life factors, including all of the following:

- a. Career development theories and decision-making models.
- b. Career, vocational, educational, occupational and labor market information resources, and career information systems.
- c. Career development program planning, organization, implementation, administration, and evaluation.
- d. Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.
- e. Career and educational planning, placement, follow-up, and evaluation.
- f. Assessment instruments and techniques relevant to career planning and decision making.
- g. Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

Method of Instruction

The format of the course will incorporate lectures, media presentations, group discussions, student presentations, role-plays, and/or technique applications. The course will also cover multicultural factors related to career theory and counseling, current research, pragmatic approaches, and pertinent assessment strategies and tools.

Required Readings

- Swanson, J. L., & Fouad, N. A. (2020). *Career Theory and Practice: Learning Through Case Studies* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc. (S&F)
- Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2014). *Career Counseling: Holism, Diversity, and Strengths* (4th ed.). American Counseling Association. (G, H, & J)

Recommended Readings

- Brown, D. & Associates. (2002). *Career choices and development* (4th ed.). San Francisco: Jossey-Bass.
- Brown, S. D., & Lent, R. W. (Eds.). (2012). *Career Development and Counseling: Putting Theory and Research to Work* (2nd ed). John Wiley & Sons.
- Luzzo, D. A. (2000). *Career Counseling of College Students: An Empirical Guide to Strategies That Work*. Washington, DC: American Psychological Association.
- Niles, S. G., & Harris-Bowlsbey, J. (2012). *Career development interventions in the 21st century* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Supplementary Materials

Additional required/optional readings/resources will be available via the course Canvas. Followings is the list of journals you may benefit from:

Journal of Counseling Psychology, published quarterly. Washington, DC: APA.

Journal of Counseling & Development, published quarterly. Alexandria, VA: ACA.

Career Development Quarterly, published quarterly. Alexandria, VA: ACA.

Journal of Career Assessment, published quarterly. Thousand Oaks, CA: Sage Publications.

Journal of Career Development, published bi-monthly. Thousand Oaks, CA: Sage Publications.

PROFESSION-WIDE COMPETENCIES APPLICABLE TO THE COURSE FOR CEP 652:

- 1A. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- 3A. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- 3B. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

- 3C. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- 6D. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- 6E. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

CACREP COURSE OBJECTIVE FOR CEP 5320:

At the completion of this course, students should have an understanding of and demonstrate the following knowledge, skills, and practices as outlined in the 2016 CACREP Standards:

| PROFESSIONAL COUNSELING IDENTITY- SECTION 2: 4. CAREER DEVELOPMENT | |
|---|--|
| CACREP Standard | Corresponding Course Assignment |
| 2.F.4.a. theories and models of career development, counseling, and decision making | <ul style="list-style-type: none"> • Reading Notes • Theory/Topic Presentations • Final Assignment • Career Reflection Paper |
| 2.F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors | <ul style="list-style-type: none"> • Reading Notes • Theory/Topic Presentations • Final Assignment |
| 2.F.4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems | <ul style="list-style-type: none"> • Reading Notes • Theory/Topic Presentations • Final Assignment • Career Reflection Paper |
| 2.F.4.d. approaches for assessing the conditions of the work environment on clients' life experiences | <ul style="list-style-type: none"> • Reading Notes • Theory/Topic Presentations • Final Assignment |
| 2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development | <ul style="list-style-type: none"> • Reading Notes • Theory/Topic Presentations • Final Assignment • Career Reflection Paper |

| | |
|---|--|
| 2.F.4.f. strategies for career development program planning, organization, implementation, administration, and evaluation | <ul style="list-style-type: none"> • Reading Notes • Theory/Topic Presentations • Final Assignment |
| 2.F.4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy | <ul style="list-style-type: none"> • Reading Notes • Theory/Topic Presentations • Final Assignment |
| 2.F.4.h. strategies for facilitating client skill development for career, educational, and life-work planning and management | <ul style="list-style-type: none"> • Reading Notes • Theory/Topic Presentations • Final Assignment |
| 2.F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making | <ul style="list-style-type: none"> • Reading Notes • Theory/Topic Presentations • Final Assignment • Career Reflection Paper |
| 2.F.4.j. ethical and culturally relevant strategies for addressing career development | <ul style="list-style-type: none"> • Reading Notes • Theory/Topic Presentations • Final Assignment |

Key Performance Indicator (KPI)

| CACREP Core Area | KPI | Assessment |
|---|---|--|
| <i>Professional Counseling Orientation and Ethical Practice</i> | 4. Students will be able to assess factors that contribute to career development, including culturally relevant influences. | <i>Final Assignment:</i> Students will choose a topic related to career counseling, career development, vocational testing and assessment, or sociocultural influences on career behavior and provide an analysis of a question of their choice using themes and topics from class as well as outside readings. Some of these readings must be empirical (i.e., research articles). The assignment can be an individual project or a group project (no more than 4 students per group). See below for detailed rubric. |

Engaged Hours

This three-semester credit course meets synchronously for 15 weeks (see course schedule below). The course is designed to provide learning opportunities and activities totaling a minimum of 127.5 hours. This estimate is for the typical student. The designed activities may take you more or less time to complete depending on your experience and familiarity with the course topics.

Course Policies

COVID-19 Expectations and the Crimson Commitment

You are expected to comply with all university requirements and expectations regarding mask-wearing, vaccination, and reporting of a positive test, or you should not enroll in in-person course sections. Please do not come to class if you are feeling sick communicate with your instructor about making up any missed classes.

- **Masks welcome and encouraged for all students**

All students, regardless of vaccination status, are welcome to wear a mask while indoors on any NMSU system campus. Any changes or updates to this guidance will be posted online at <https://now.nmsu.edu>.

- **Vaccination Requirements**

Unless you are enrolled in exclusively online courses and will not be on campus for any reason, you must provide proof of COVID-19 vaccination or request an exemption through [Med+Proctor](#). More information about how to submit your proof of vaccination or proof of testing is available at https://studenthandbook.nmsu.edu/immunizations/immunization_policies1.html.

- **The Crimson Commitment**

All students should follow the Crimson Commitment. Your commitment states:

I commit to myself and other Aggies. I will:

- *Get vaccinated for COVID-19 if I am enrolled in any in-person or hybrid courses, or if I will be on campus for any reason*
- *Monitor myself for symptoms of COVID-19*
- *Report to the Aggie Health & Wellness Center or another medical professional if I have symptoms of COVID-19 or other communicable illness*
- *Wash my hands often with soap and water and/or use hand sanitizer*
- *Wear a mask if I choose to, or as directed by the latest university guidance*
- *Stay home if I feel ill or have been around someone ill*
- *report a positive case online at <https://now.nmsu.edu> and participate in contact tracing if called*
- *Keep up to date with the latest guidance from experts at NMSu, the NM Department of Health, and the CDC.*

I will abide by these practices through the year:

- *I will not use mask-wearing to discriminate against my classmates, instructors, or NMSU staff members in any way.*
- *I will follow instructions regarding seating in campus classrooms.*
- *If I am unable to attend an in-person class session due to symptoms of COVID-19 or another illness, I will communicate with my instructor ahead of time.*

If I am unwilling to comply with COVID-safe practices:

- *I will talk to my academic advisor about enrolling in online course sections, if available, or disenrolling from fall coursework. (Disenrolling will impact financial aid, housing, etc.)*

Stay informed about COVID-19 at NMSU

You can find more information about the NMSU system's COVID-19 response at <https://now.nmsu.edu>. In addition, updates are available to students and families through many communication channels. Links to visit or subscribe are available at <https://now.nmsu.edu/plan/communication-and-information-sharing.html>.

Attendance

One excused absence or late arrival/early departure is permissible. After the first absence or late arrival/early departure, or late arrivals/early departures will result in 5 points for each being subtracted from your end-of-semester course total. A second absence will result in a loss of one letter grade. Students are responsible for contacting the instructor to discuss missed material and to ask classmates for copies of notes from class. In the case of a documented illness or crisis (e.g., severe illness, personal loss) arrangements can be made with the instructor for minimizing this penalty or obtaining an incomplete in the course.

Diversity

Whenever applicable, the elements of this course will be infused with attention to sociocultural diversity. Students will be challenged to consider how presented material may apply (or not apply) for various identified socioculturally diverse populations. In addition, information & instruction on issues of multiculturalism will be provided in regards to ethics in the field. Unique difficulties & situations faced by non-dominant sociocultural groups will be explored and, when possible, research with diverse samples will be presented. In addition, students will engage in discussions about diversity with the instructor and one another, with the aim of gaining comfort at addressing these topics.

Policy on Cell Phone and Use of Technology

Please silence your cell phones when you come to class. Please be respectful of others, as well as your instructor, when using any electronic device. Use of the Internet should be limited to class-related activities. If extenuating circumstances should arise that require you to have access to your cell phone during class, please notify the instructor prior to the beginning of class to avoid any misunderstandings. Misuse of technology may adversely affect your grade; and you may be asked not to use electronic devices in class for the rest of the semester.

Incompletes

Under university policy, incompletes may be given only if a student has a passing grade at mid-semester (the last day to withdraw from a class) and is precluded from successful completion of the second half of the course by a documented illness, documented death, family crisis or other similar circumstances beyond the student's control. An incomplete will not be given in lieu of a grade for marginal or failing work. In this course an "I" grade will be given if you have been unable to complete any of the major course assignments due to circumstances beyond your control. If you receive an "I" grade, you will be expected to complete the missed course requirement(s) the following semester. Should you be unable to complete the missed course requirement(s) then, you will receive a failing grade.

Academic and Non-Academic Misconduct

The academic community regards breaches of the academic integrity rules as extremely serious

matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. The Student Code of Conduct is available in the NMSU Student Handbook online: <http://studenthandbook.nmsu.edu/>. Academic misconduct is explained here: <http://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/>.

Plagiarism

“Plagiarism in using another person’s work without acknowledgement, making it appear to be one’s own.” In order to avoid plagiarism of “ideas, words, pictures or other intellectual content, taken from another source” the information “must be acknowledged in a citation that gives credit to the source. Regardless of intent, plagiarism is academic misconduct and is subject to consequences. A student, undergraduate or graduate, is responsible for knowing, understanding and complying to the policies related to plagiarism.

Some Examples of plagiarism if no citation is given (This list is not meant to include all possible examples of plagiarism):

- an idea or opinion, even when put into one's own words(paraphrase)
- a few well-said words, if these are a unique insight
- many words, even if one changes most of them
- materials assembled by others, for instance quotes or a bibliography
- an argument
- a pattern of ideas
- graphs, pictures, or other illustrations
- facts
- all or part of an existing paper or other resource.

Source: NMSU Library (<http://lib.nmsu.edu/plagiarism/>)

CEP Department Policy

This current policy will outline the consequences for undergraduate and graduate students enrolled in courses in the CEP department. Determining the severity of the plagiarism (e.g., paraphrasing a few sentences without citation versus an entire paper) is up to the discretion of the instructor and can factor in to the chosen consequence.

| Options of Consequences for Graduate Students: | Process: |
|--|---|
| (same as above) | A <u>first offense</u> should result in a meeting with the student, documentation of plagiarism to be kept in student’s program file and a consequence as determined by the instructor contingent on the type of offense and severity of the plagiarism |
| | A <u>second offense</u> should result in a program review. The faculty of the program will review the offenses and determine the appropriate consequence. |

Writing Center

This is a great, FREE resource for students. I encourage you to check out their website for more information. I may refer students to the Writing Center for help in improving their academic writing. <http://english.nmsu.edu/resources/writingcenter/gradstudents.html>

Discrimination and Classroom Accommodations

This is the standard language from the Office of Institutional Equity. Please use verbatim. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), please contact: Disability Access Services (DAS), Corbett Center Student Union Rm 204, (575) 646-6840, das@nmsu.edu. Please refer further information at <https://studentlife.nmsu.edu/disability-access-services1/index.html>

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation. For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU's complaint process, or to file a complaint contact: Office of Institutional Equity (OIE), O'Loughlin House, 1130 University Avenue, (575) 646-3635, equity@nmsu.edu. Please refer further information at: equity.nmsu.edu.

Technical Support

The ICT Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at NMSU. Please feel free to contact them at (575) 646-1840 or via email at helpdesk@nmsu.edu. You can also go to the Student Technology Help Student Technology Help web page and Student Resources located at the Canvas web page for additional information on Canvas.

Other NMSU Resources:

| | |
|--------------------------------|---|
| NMSU Police Department: | (575) 646-3311 www.nmsupolice.com |
| NMSU Police Victim Services: | (575) 646-3424 |
| NMSU Aggie Health and Wellness | (575) 646-1512 www.wellness.nmsu.com |
| NMSU Dean of Students: | (575) 646-1722 |
| Aggie One-Stop | (575) 646-NMSU www.onestop.nmsu.edu |
| For Any On-campus Emergencies: | 911 |

Course Expectations and Assignments

1. Participation and Attendance (120 points, 25%): This class will feature a mixture of class presentations, quizzes, and activities, as well as discussions. Thus, effective learning—your own and that of others—is contingent on active participation. Full engagement and participation in every class is required, as is your preparation, attendance, and timeliness. Of course, there may

be circumstances that prevent you from arriving to class on time, from attending on some days, or from submitting your work on time. We can figure out solutions if attendance proves difficult.

2. Reading Notes (50 points, 10%): You will be asked to submit a written response (minimum of 200-300 words) to the class's readings to Canvas, ideally before each class. In these responses, you may choose to engage a single text on its own, or draw connections between several readings. Suggested questions to guide your responses: *What do you see as the most valuable contribution, thesis, or idea from this material? What aspect of the author's or authors' findings or argument do you find especially useful, well-argued, confusing, or unconvincing? How does this reading or set of readings connect to some of our key ideas or themes in the course? How does it connect to other assigned readings? How does it connect to your work as a professional?*

The goal of these notes is not simply to demonstrate that you have carefully read and considered the readings with a critical eye. That is assumed. Nor is the goal to provide summaries. Rather, these responses will form the raw materials for our class discussions, and you should use them as an opportunity to share candid impressions, questions, and things you find puzzling or contradictory, as well as an opportunity to engage deeply with course material in order to push your own thinking further. ****Due by 11:59pm Wednesday prior to class on Canvas***

3. Career Reflection Paper (100 points, 20%): The purpose of this paper is to provide you with a client's eye view of the career assessment and reflection process. The goal is to gather information and identify some of the issues a person may go through in relation to their career development process. To that end, you will be taking the Strong Interest Inventory (SII) and the Interest Profiler on the O*NET website (www.onetcenter.org), and reviewing the Occupational Outlook Handbook (OOH; www.bls.gov/oco). **Please note there is a \$16 fee associated with taking the SII.** You will then write a summary paper based on your own results, with an analysis of the results leading to some conclusions and reflections regarding your present career track. As part of the reflection, consider:

- What have you learned about yourself and your occupational choices?
- How helpful or unhelpful was this process? What would make it more helpful?
- What might you consider if you were to seek career counseling based on the information you have gathered?
- What other attributes, other than interests, might you wish to seek formal assessment on? Identify these assessments.

The paper will be 5-7 pages, typed, double-spaced, using APA format (7th edition), and must include at least 5 reference citations beyond the assigned course texts. These reference citations should demonstrate that you have familiarized yourself with the research and/or professional literature pertinent to your own career concerns or behavior. Possible outlets to check for readings include *Journal of Counseling and Development*, *Journal of Counseling Psychology*, *Journal of Vocational Behavior*, *Journal of Applied Psychology*, *Journal of Career Assessment*, or *Career Development Quarterly*. The recommended readings are from the last 10 years.

Below is the assignment rubric:

| Criterion | |
|---|---|
| Interpretation and analysis of SSI results (20 pts) | Addresses the student's results by interpreting all or most of the following: response summary, General Occupational Themes, Basic Interest Scales, and Occupational Scales. Bonus points for mentioning Personal Style Scales. Uses concepts of differentiation, consistency, congruence, etc., when interpreting the results of the assessment. Throughout, student interpret results in light of <i>interests</i> and no other attributes, like abilities. |
| Interpretation and analysis of Interest Profiler (20 pts) | Student reports their pattern of interests (RIASEC style) and compares their results to SSI. They may also talk about any careers suggested by their results and what O*NET says about them. Students should link results to concepts of differentiation, consistency, congruence, etc. Throughout, students interpret results in light of <i>interests</i> and no other attributes, like abilities. |
| Use of OHH (15 pts) | Student supplements SII and IP results with information derived from OHH. |
| Reflection (40 pts) <i>As a heuristic, consider each individual question worth 10 points</i> | <p>The reflection explains the student's thinking about (i) what they learned about themselves, (ii) what they found helpful and unhelpful, (iii) career concerns, and (iv) attributes other than interests they might wish to explore.</p> <p>The reflection articulates connections between this learning experience and Strong, Interest Profiler, and OHH results, from other course material, other courses, past learning experiences, and/or future goals.</p> |
| Logistics (5 pts) | Use APA, use at least 5 citations beyond textbooks, coherent writing |
| Total = 100 pts | |

4. Theory/Topic Presentation (75 points, 15%): You will work in an individual presentation to present on one theory of career development or a class topic. The presentation should be 30-40 min, with 10 min for a Q&A portion. The presentation should incorporate 2-3 recent articles in the past five years with references and be engaging and creative; use many methods to convey information and make the material come to life for the class. All students are expected to have done the readings and to come prepared with questions even if they are not presenting that day. A copy of an outline or the presentation itself is due to the instructor on the Sunday (noon) prior to the class presentation, for feedback and/or further guidance.

You are exempt from completing the reading notes for the material associated with your

theory/topic presentation.

5. Final Assignment (150 points, 30%): You will choose a topic related to career counseling, career development, vocational testing and assessment, or sociocultural influences on career behavior and provide an analysis of a question of your choice using themes and topics from class as well as outside readings. Some of these readings must be empirical (i.e., research articles). The assignment can be an individual project or a group project (no more than 4 students per group). Your topic of choice should be something that will be useful to you in your current or future work.

Your final assignment may take one of the following forms:

- a podcast/audio documentary (no more than 40 minutes)
- a short film (40 minutes or less)
- a 12-page analytical paper
- an informational website or new Wiki page
- a zine
- a curriculum
- a curated archive/digital special collections exhibit
- a psychoeducational outreach presentation with accompanying materials (e.g., brochures)

A 1- to 2-page proposal for your final project is due to me via email by **Thursday, February 23, 2023, by 11:59pm**. This proposal should include:

- a short summary of the proposed project
- an outline of the content you plan to include
- a timeline for completing the project
- a description of what attributes you believe the completed project should have in order to earn an A grade

If you have an idea of what you want your final project to be before the deadline, early submission is highly encouraged. You will receive feedback on your proposal as needed to ensure that we have a mutual understanding of what a successful completion of your final project will look like.

For students enrolled in 6320, in addition to the above requirements, your project should:

- briefly review and critique the research literature on your chosen topic
- offer original suggestions for advancing research in this area, with at least some identification of a viable research design and hypotheses and/or research questions

All students will present their projects to the class toward the end of the semester, when the final assignment will be due. The presentations should be brief and only meant to give us a “taste” of the whole project was like, the experience creating it, etc.

The assignment will be graded based on how well the final project meets those attributes we agreed make for an A grade:

| Points | Criteria |
|--------|--|
| 150 | All of the requirements are evident and exceeded. The project is very neatly done and completed on time. |
| 120 | Almost all of the requirements are evident and met. The project is neatly done and completed on time. |
| 90 | Most requirements are evident (maybe 3 or 4 are missing). The project is done and sort of organized. It may be incomplete but attempts at completion are clear. Completed on time. |
| 60 | Some of the requirements are evident (maybe more than half are missing). The project is done, sort of organized, and noticeably incomplete. Completed on time. |
| 30 | Many of the requirements are not present. The project is not done to the agreed upon level and/or may not be completed on time. |
| 0 | Cannot be graded or no project. |

Course Grading

Assignments are due on the assigned dates. All assignments should be submitted via Canvas by the start of class (with the exception of the weekly reading journals, which are due by 5 pm the Sunday). All assignments should be formatted in APA style using 12-point, Times New Roman font with 1-inch margins. Rubrics for each assignment are included on the course Canvas site. Grades for assignment will be lowered by 10% for every day they are late. The breakdown of the course assignment is as follows:

| Assignment | Points (%) | Grading Scale |
|------------------------------|-------------------|---------------|
| Participation and Attendance | 120 (25%) | 98% – 100% A+ |
| Reading Notes | 50 (10%) | 94% – 97% A |
| Career Reflection Paper | 100 (20%) | 90% – 93% A- |
| Theory/Topic Presentation | 75 (15%) | 88% – 89% B+ |
| Final Assignment | 150 (30%) | 84% – 87% B |
| | | 80% – 84% B- |
| | | 78% – 79% C+ |
| TOTAL | 500 (100%) | 73% – 77% C |
| | | 70% – 72% C- |

Incompletes

Under university policy, incompletes may be given only if a student has a passing grade at mid-semester (the last day to withdraw from a class) and is precluded from successful completion of the second half of the course by a documented illness, documented death, family crisis or other similar circumstances beyond the student's control. An incomplete will not be given in lieu of a grade for marginal or failing work. In this course an "I" grade will be given if you have been unable to complete any of the major course assignments due to circumstances beyond your control. If you receive an "I" grade, you will be expected to complete the missed course

requirement(s) the following semester. Should you be unable to complete the missed course requirement(s) then, you will receive a failing grade. For more information, see:

<https://catalogs.nmsu.edu/nmsu/regulations-policies/#newitemtext>

Email Communications

Your NMSU email account is the official means of communicating with the university. Information critical to your success at NMSU is delivered to you via this account, and you are expected to follow rules and policies provided to you via this communication method. Any email from you to the instructor should be sent either through the CANVAS course management system or through your official NMSU email account. Please be advised that due to privacy and security concerns, we are unable to respond to emails from or about students that do not originate from an official NMSU email address.

TENTATIVE COURSE SCHEDULE

| Date | Topic / Activity | REQUIRED Readings ch. = chapter (s) | Assignment Due |
|-------------|--|--|---|
| 1/19 | Introduction to the course Career counseling overview Introductions and reflections of own career paths | S&F: ch.1 (Career counseling: An overview) G, H, & J: ch. 1 (Career counseling: a life career development perspective) | |
| 1/26 | Cultural contexts and influences on career behavior and counseling Sign-up for theory/topic presentation dates Discussion re: final assignment | S&F: ch. 4 (Cultural contexts and career counseling); ch. 5 (The case of Leslie) G, H, & J: Ch 3 (Empowering life choices: Career counseling in the contexts of race and class) | Reading Notes |
| 2/2 | Gender, Sexual Orientation presenters: Testing and assessment | G, H, & J: ch.4 (Empowering Women's life choices) & 5 (Empowering Men's life choices) S & F: ch. 6 (Testing and assessment) | Reading Notes |
| 2/9 | CAREER PATH DAY | | |
| 2/16 | Super's developmental theory presenters: G, H, & J: ch.6 (Facilitating the career development of individuals with disabilities through empowering career counseling) Time in groups, if possible | S & F: ch. 9 (Super's developmental theory) G, H, & J: ch.6 (Facilitating the career development of individuals with disabilities through empowering career counseling) | Reading Notes Proposal for final project |
| 2/23 | Holland's Theory Trait-Oriented Theories Personality Development & Career presenters: Discussion of your SII, Interest Profiler on the O*NET: http://www.onetcenter.org | S&F: ch. 7 (Holland's theory of vocational personalities and work environments) | Reading Notes Bring completed SII & My Next Move with you (Due: a copy of your completed SII; Interest Profiler, My Next Move, on the O*NET: http://www.onetcenter.org) |
| 3/2 | The Theory of Work Adjustment presenters: | S&F: ch.8 (The theory of work adjustment) | Reading Notes |

| | | | |
|-------------|---|---|--|
| | Work Place & Family Life | G, H, & J: ch.7 (Helping clients understand and respond to changes in the workplace and family life) | |
| 3/9 | Gottfredson's Theory presenters: Mid-semester check-in Final project check-in | S&F: ch.10 (Gottfredson's theory of circumscription and compromise) | Reading Notes |
| 3/16 | Spring Break | | |
| 3/23 | Social Cognitive Career Theory presenters: Career Card Sort | S&F: ch.11 (Social cognitive career theory) G, H, & J: ch.12 (Gathering client information using an occupational card sort) | Reading Notes |
| 3/30 | CAREER PATH DAY Attend the MCSJ Symposium!! | | |
| 4/6 | Narrative approaches to career counseling Presenters: Career counseling practice: Working Alliance, Life Career Themes, Interview Framework, Career intake | S&F: ch.12 (Career construction theory and life designing paradigm) G, H, & J: ch.8 (Opening phase of the career counseling process: forming working alliance), 9 (Identifying and analyzing life career themes), 10 (life career assessment: An interview framework to help clients tell their stories) | Reading Notes |
| 4/13 | Psychology of working theory Presenters: | S & F: ch. 13 (Psychology of working theory) | Reading Notes Career Reflection Paper Due on Canvas |
| 4/20 | Integration of theories Taking action and termination in career counseling | S&F: ch. 16 (Summary and integration) G, H, & J: 16 (Using information, taking action, and developing plans of action), 18 (Bringing closure | Reading Notes |

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| | | to career counseling) | |
| 4/27 | Final Project Presentations | | Final Assignments |
| 5/4 | Final Project Presentations | | Final Assignments |

*** Please be advised that the syllabus may be subject to change during the course**