



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

**BIG ORANGE. BIG IDEAS.**

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING  
COUNSELOR EDUCATION PROGRAMS**

**COUN 552 CAREER DEVELOPMENT: VOCATIONAL THEORY, RESEARCH AND PRACTICE  
FALL 2016**

**Course Section:** Section 001, 3 credit hours  
**Course Meetings:** Mondays, 12:20-3:20pm  
**Course Location:** BEC 238

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**COURSE DESCRIPTION**

**3 CREDIT HOURS**

Relationship of vocational theory, career development research, and societal factors to life career roles.

**CONTENT ADDRESSED**

<b>CACREP CURRICULAR CONTENT</b>	<b>2016 STANDARD</b>
theories and models of career development, counseling, and decision making	2.F.4.a
approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	2.F.4.b
processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	2.F.4.c
approaches for assessing the conditions of the work environment on clients' life experiences	2.F.4.d
strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	2.F.4.e
strategies for career development program planning, organization, implementation, administration, and evaluation	2.F.4.f
strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	2.F.4.g
strategies for facilitating client skill development for career, educational, and life-work planning and management	2.F.4.h
methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i

ethical and culturally relevant strategies for addressing career development	2.F.4.j
models of P-12 comprehensive career development	5.G.1.c
use of developmentally appropriate career counseling interventions and assessments	5.G.3.e
strategies to facilitate school and postsecondary transitions	5.G.3.g
interventions to promote college and career readiness	5.G.3.j
strategies to promote equity in student achievement and college access	5.G.3.k

### STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
Understand and apply various theories of career development to diverse clients	2.F.4.a 5.G.3.e 5.G.3.j	Peer counseling Service learning Culminating activity
Understand the influence of culture on career development	2.F.4.b 2.F.4.g 2.F.4.j	Service learning Peer counseling
Provide culturally and developmentally appropriate career counseling	2.F.4.b 2.F.4.g 2.F.4.j 5.G.3.e	Service learning Peer counseling
Understand their own career development		Career autobiography
Identify quality career-related information sources available online	2.F.4.c	
Understand and utilize culturally appropriate formal and informal career assessments	2.F.4.i	Peer counseling

### PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ **C**ommitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ **O**penness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ **R**espect to self and others, including honoring diversity, self-care, and wellness
- ◆ **I**ntegrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ **S**elf-awareness, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

### METHODS OF INSTRUCTION

This course will combine lecture, discussion, and small and large group activities. It is vital that everyone actively participate during each and every class meeting. In order to achieve the course objectives, most class meetings will require student participation. In order to make the coursework meaningful, ALL students must contribute to the discussion and group activities.

Learning new concepts and applying them to one's future career path can be a powerful experience. This course offers a unique opportunity to apply new ideas and integrate new skills. So, as an instructor, it is my goal to help each of my students to gain not only knowledge from my courses, but also a feeling of personal growth. I will attempt to accomplish this by creating an atmosphere of respect, inclusion, and challenge.

### REQUIRED TEXTS & MATERIALS

Swanson, J. L., & Fouad, N. (2015). *Career theory and practice: Learning through case studies* (3<sup>rd</sup> ed.). Sage.

Selected journal articles and book chapters (on BB)

### TASKSTREAM STATEMENT

This course requires that you upload documentation to Taskstream. Specifically, you must upload your culminating paper (final) on 11/28/16. Select your faculty instructor as the evaluator for this submission. Please see your program handbook or website for guidance regarding how to utilize Taskstream.

### STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Points	Due
Career Autobiography	15	9/12
Peer Counseling	10	10/17, 10/24, 10/31, 11/7
Service Learning	30	various
Theory Fact Sheets	10	Various
Current Event Discussion	10	10/3 10/24 11/7
Culminating Activity	25	11/28
TOTAL	100	

Grading Scale	
A	93-100
B+	88-92
B	83-87
C+	78-82
C	70-77
F	Below 70

### COURSE ASSIGNMENTS

**Career Autobiography:** AKA, *The role of work in your life*. This 5-7 page paper is designed to help you integrate what you know about who you are as related to the world of work. Required elements include (please use the diamond-shaped bullets as subheadings in your paper; be sure to include introductory and concluding paragraphs in your paper):

- ◆ Your earliest career aspirations (short section, likely 1-2 paragraphs)
- ◆ The path leading to your current career aspirations (bulk of your paper; the bullets below are intended merely to help you consider this path)
  - What were the major turning points along your career journey?
  - What were moments of crisis or confusion along with moments of joy and clarity related to your career development?
  - Who or what helped you along the way?
  - Who or what hindered your progress?
  - How did your cultural background (e.g., gender, ethnicity/race, sexual identity, socioeconomic status, parent education level, geographic region) affect your career development?
- ◆ Predictions about your future, including thoughts about retirement

This paper should be a well-written and cohesive statement about where you were, where you are now, and where you hope to be within your career development. **15 points**

**Assessment Instruments and Peer Counseling:** You will complete the Career-in-Culture Interview, Strong Interest Inventory (SII), the Values Card Sort, and a qualitative assessment for this class. You must complete the SII no later than the second week of class. The interview, Values Card Sort and qualitative assessment will be completed in class with a peer. After receiving your inventory results for

these instruments, you will exchange your results with a peer and then complete a series of 'counseling' sessions revolving around test interpretation. This will be a chance for you to practice career counseling techniques and to learn more about test interpretation as done in a counseling session. It is not possible to make-up these sessions; if you miss class on one of these days, your paper grade will reflect a deduction (you cannot reflect about something in which you did not participate).

At the end of these interpretation sessions, you will write a *2 page reflection paper* about the experience. The paper will focus on what you learned about test interpretation, concerns you have about career counseling, and how you felt about the overall experience. **10 points**

- Taking the SII
  - Go to <http://online.cpp.com/en/CPPLandingPage.aspx?projectId=a37f6e26-3308-4603-8e18-44f418bc7c02>
  - Complete the required information on the main page
  - Complete the Strong (takes about 30 minutes)
  - You will not receive a report when you finish taking the SII. Your report will be given to you in class

**Service Learning Experience:** This is a two-part assignment designed to help you understand how culture affects career development.

Part One, Research on Multicultural Population: You will select an underserved population related to Pond Gap to identify their unique career issues and needs. Choose one of the following:

- Immigrants
- Low-income families
- Low-education families (no education beyond high school)
- English Language Learners
- Refugees
- African Americans
- Latinos
- Those with social-emotional issues
- Previously incarcerated/children of incarcerated parents
- Working poor

Then, select a developmental level (K-12 or adult). You will find three peer-reviewed journal articles (year 2000 or later) that address the topic. You will write a 3-5 page paper where you briefly summarize the articles and describe the unique career needs of your population. Then, in a panel discussion with other students, you will share effective interventions to address the career needs related to the population you researched. For example, if you researched adults who were previously incarcerated, you will talk about possible interventions to address their unique career needs. In essence, you will be putting what you learned into action. Each panel member must verbally contribute:

- What population you researched
- The main career needs of the population
- At least two ideas of ways to address these needs (e.g., specific individual or group interventions, available programs)

Each panel member will also provide a 1-2 page handout that summarizes your ideas. Panel members will have 5-10 minutes each to share with the class. **15 points**

Part Two Preparation: All students must visit Pond Gap twice before service project begins (before fall break)

- Adult group: between 5:30 and 7pm Monday-Thursday
- Child group: between 3:00 and 6:00pm Monday-Thursday

Part Two, Service Project (after KCS fall break): You will participate in a four-week service project designed to assist either the students or parents at Pond Gap Elementary School. You can select which group you would prefer to serve.

- Adults: 5:45-6:45pm Thursdays (10/20, 10/27, 11/3, 11/10)
  - Four 1-hour workshops designed to help adults in the Pond Gap community learn about career search skills. Topics may include: resume writing, interviewing, career searching, how to work a job fair, using LinkedIn
- Kids: 5:00-6:00pm Wednesdays (10/19, 10/26, 11/2, 11/9)

- Four 30-minute guidance lessons on career and self-awareness
- Divided into three groups: K-1, 2-3, 4-5
- Must have completed drug screening and fingerprinting for Knox County
- You will complete a two-page reflection on this activity. **15 points**

**Career Theory Fact Sheets and Discussion:** To help you prepare for our discussions of various career theories, you will complete five career theory fact sheets prior to class. Each fact sheet can be completed with the assigned readings for the class. You should bring your completed fact sheet to class on the assigned dates in order to better participate in the group discussion on the theory for that day. This information should not be verbatim from the text; paraphrasing the information will help you learn the material. You may use bullet points or paragraph format. You will also submit a copy of your fact sheet on BB prior to the start of class. Fact sheets will be graded using a 0-2 point scale: above average (2 points), average (1 point), below average (0 points). **10 points**

**Current Event Discussion:** Three times during the semester, you will find an article/blog/webpage related to a career topic. You will bring this article to class (electronic version is fine) and be prepared to discuss it in a small group. Article 1 should relate to career issues with K-12 students; Article 2 should relate to career issues with families; Article 3 should relate to career issues with current world events (e.g. political, economic events). Your grade will be based on preparedness for group discussion (e.g., do you have your article, are you able to discuss it coherently). **10 points**

**Culminating Activity:** This will be an in-class, closed book, essay that focuses on applying the career theories we will be learning about in class to a case example. We will complete multiple examples of case study applications during class time, so this is merely a way to ensure that each and every one of you fully understands how to utilize career theory in practice. **25 points**

*Dear Student,*

*The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.*

*I wish you the best for a successful and productive semester.*

*Provost Susan Martin*



#### **UNIVERSITY CIVILITY STATEMENT**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

#### **ACADEMIC INTEGRITY**

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

#### **DISABILITIES THAT CONSTRAIN LEARNING**

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

#### **YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

#### **KEY RESOURCES FOR STUDENTS:**

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: [https://bannersb.utk.edu/kbanpr/bwckschd.p\\_disp\\_dyn\\_sched](https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched) (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)

## INSTRUCTOR POLICIES

### Writing Quality

All written work is expected to be mechanically and grammatically correct (i.e., APA style, well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of the writing as well as the content. All work should be typewritten, in 12-point font (preferably Times New Roman), double-spaced, with one-inch margins, and stapled. Additionally, if you choose to use any materials or ideas borrowed from other sources other than your own creative head, you must attach a full reference list of these sources using APA style and cite these ideas in the body of the paper using APA style.

### Attendance

In the world of work, attendance is expected. You typically are allowed a certain number of absences per year, and are docked pay if you exceed this limit. This class follows that same philosophy. Therefore, you are permitted one absence without penalty. No distinction is made between an excused and unexcused absence. Otherwise, you are expected to attend class, arrive promptly, participate throughout, and remain for the entirety of the class meeting. **More than one absence will result in a lowering of your final grade by five points per additional absence.** These points will be subtracted from your final percentages. Only in a true emergency will this penalty be waived – it is STRONGLY recommended that students save the absence for when the unexpected occurs rather than using it for a non-emergency. It is your responsibility to make sure you sign the attendance roster in order to be counted as present for the class. Excessive tardiness will not be accepted and also will be reflected in your final grade.

### Late Work

Except under emergency circumstances, late work is not accepted. If you believe you will be unable to complete an assignment on time, talk with me BEFORE the assignment is due; I will be much more understanding with students who are proactive versus those that are reactive, except in extreme situations such as severe illness or unforeseen family emergencies.

## TENTATIVE COURSE CALENDAR

Date	Topics	Readings & Assignments Due
8/22	Introductions World of Work Basic Counseling Skills	
8/29	Intro to Career Counseling History of Career Counseling Ethics	<b>Ch. 1 and 12</b> <b>Career Terms (on BB)</b> <b>SII due</b>
9/5	NO CLASS – Labor Day	
9/12	Assessment in Career MBTI Holland's Theory of Types Trait and Factor/PEC	<b>Ch. 3, 4, 6, 7</b> <b>Theory Fact Sheet 1</b> <b>Career Autobiography due</b>
9/19	Diversity and Career Training for Service Learning Project	<b>Ch. 2</b> <b>Fassinger Article (on BB)</b>
9/26	Super's Developmental Theory Gottfredson Career counseling with young children Career counseling with adolescents O*Net Online K-12 panel	<b>Ch. 8, 9, 12</b> <b>Theory Fact Sheet 2</b> <b>NOSCA Career and College Readiness</b> <b>k-12 panel</b>
10/3	Career Services – SII	<b>Ch. 12, 14</b>

	Super and Gottfredson continued Career counseling with college students and adults	<b>Current Event 1 (k-12)</b>
10/10	Resumes and cover letters Career counseling with families Adult panel	<b>Evans Chapter (on BB) Adult panel</b>
10/17	Happenstance Learning Theory Career-in-Culture Interview	<b>Krumboltz article (on BB) Theory Fact Sheet 3</b>
10/24	SCCT SII Interpretation	<b>Ch. 10 Theory Fact Sheet 4 Current Event 2 (families)</b>
10/31	Narrative/Career Construction Theory Values Card Sort Interpretation Technology and career	<b>Ch. 11 Theory Fact Sheet 5</b>
11/7	Qualitative Assessment Designing and implementing career programs Technology and Career	<b>Current Event 3 (world events)</b>
11/14	Career counseling theory review Service Learning Discussion	<b>Ch. 15 Peer Counseling Reflection Service Learning Reflection</b>
11/21	Career counseling theory review	
11/28	Culminating Activity	<b>In class</b>