

Department of Educational Psychology

We develop educational leaders who create tomorrow's opportunities.

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

SYLLABUS
EDUCATIONAL PSYCHOLOGY DEPARTMENT
EPS 620: VOCATIONAL COUNSELING AND CAREER DEVELOPMENT
(3 CREDITS)

GENERAL INFORMATION

Instructor:

Office:

Phone:

Email:

Office Hours:

General Course Information:

Course format: (in-person, onsite, hybrid, only or online)

Days and Times

COURSE DESCRIPTION

The purpose of this course is to provide an understanding of theories of career choice and vocational development. Furthermore, methods of evaluating, promoting, and enhancing career development are covered. The course emphasizes student application of career development techniques. Students will participate in experiential activities that focus on the career development of themselves and others.

REQUIRED TEXT

Zunker, V. G. (most current). *Career counseling: A holistic approach* (**ed.**). Boston, MA: Cengage Learning.

ISBN:

REQUIRED ASSESSMENT MATERIALS

Students will be required to spend approximately \$10 (or less) on online assessment materials to complete the Holland's Self Directed Search (SDS). The SDS can be found at:

<http://www.self-directed-search.com/>

You will also be taking some personality tests online. Additional information will be provided.

REQUIRED READINGS & ACCESS

Several class handouts will be provided to students as they work within the weekly folders on BbLearn. These are required readings and students are encouraged to print copies to use for studying.

ACCESSING VIDEOS: [HTTPS://LIBRARY.NAU.EDU](https://library.nau.edu) > **SELECT MOVIES TAB** > **SELECT AVON** > **USE**

APPROPRIATE SEARCH TERMS

COURSE OBJECTIVES: The primary purpose of this course is to provide students with a thorough understanding of career development and related life factors (CACREP 2016 Standards CD=Career Development). Students will:

| 2016 CACREP Student Learning Outcomes | CACREP Standards | Evaluation Assignment |
|---|-------------------------|------------------------------------|
| Understand current labor market information relevant to opportunities for practice current labor market information relevant to opportunities for practice within the counseling profession | 2-F.1h | Quiz Ch 1 |
| Understand technology's impact on the counseling profession | 2-F.1j | Quiz Ch 7 |
| theories and models of career development, counseling, and decision making | 2-F.4a | Quiz Ch 2 |
| approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors | 2-F.4b | Quiz Ch 3&4 |
| processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems | 2-F.4c | Quiz Ch 5 |
| approaches for assessing the conditions of the work environment on clients' life experiences | 2-F.4d | Quiz Ch 6 |
| strategies for assessing abilities, interests, values, personality and other factors that contribute to career development | 2-F.4e | Quiz Ch 6 |
| strategies for career development program planning, organization, implementation, administration, and evaluation | 2-F.4f | Quiz Ch 5, 17, Assignment #4 |
| strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy | 2-F.4g | Quiz Ch 9, 11, 12 |
| strategies for facilitating client skill development for career, educational, and life-work planning and management | 2-F.4h | Quiz Ch 7, 9, 11, 12 Assignment #4 |
| methods of identifying and using assessment tools and techniques relevant to career planning and decision making | 2-F.4i | Quiz Ch 5, 6, 7 |

| | | |
|---|--------|-------------------------------|
| ethical and culturally relevant strategies for addressing career development | 2-F.4j | Quiz Ch 8, 9, 10, 11, 12 |
| use of assessments relevant to academic/educational, career, personal, and social development | 2-F.7i | Quiz Ch 6, PCD# 4,5,&7 |
| SCHOOL COUNSELING ONLY STANDARDS | | |
| models of P-12 comprehensive career development | 5-G.1c | Quiz Ch 2, PCD #1, #3 |
| school counselor roles in relation to college and career readiness | 5-G.2c | Quiz Ch15, 16 & 17 and PCD #7 |
| use of developmentally appropriate career counseling interventions and assessments | 5-G.3e | Ch 15,16, 17 |
| strategies to facilitate school and postsecondary transitions | 5-G.3g | Quiz Ch15, 16 &17 and PCD #7 |

**** PLEASE NOTE: INSTRUCTOR HAS THE RIGHT TO MAKE MINOR CHANGES TO THE SYLLABUS DURING THE DURATION OF THE COURSE, ESPECIALLY IN THE CASE OF AN ERROR.**

COURSE STRUCTURE AND APPROACH

- ✓ **This class is an intensive, fast-paced offering.** Your regular participation is required, with assignments and activities due each week with specific criteria and deadlines.
- ✓ For this format, we will be covering a lot of material in a rather short, accelerated time period. This will require a strong commitment on your part to be successful in this course.
 - While the specific amount of time required to master the material will vary for each individual, the Arizona Board of Regents suggests that a typical graduate level course requires at least 135 hours of commitment on the student's part. For some students, more time may be required. *Everyone should plan to read the material more than once, as it may take multiple readings to better understand the information.*
- ✓ This course is based on the strong belief that student learning is achieved through theory, application, and reflection. The course learning expectations and outcomes will be accomplished through the use of handouts, text readings, homework assignments, and working with others in the course.

ATTENDANCE & LATE ASSIGNMENTS

- ✓ Students are expected to submit assignments (i.e., quizzes, PCDs, CEGs, discussion posts) on or before the assigned due date. Each week, all assignments are due Sunday at 11:59pm.
- ✓ *Contact the instructor in advance* if you are going to be late or miss an assignment in the case of extenuating circumstances (such as hospitalization, childbirth, major accident, injury or bereavement). Timely communication is best practice. Prior email notice to the instructor in sufficient time to allow for discussing an alternative schedule is required.

- ✓ Getting behind can greatly impair a student's ability to learn and synthesize the content of this course. Research has directly linked a student's performance with their level of engagement in a course.
- ✓ There is the expectation that students will visit the course on a regular basis and keep up with the required materials and deadlines. In addition, see the formal attendance policy.
- ✓ Each student is responsible for progressing through the course and making use of the available materials to be successful. All of the assignments have strict deadlines.
- ✓ If a student does not make adequate progress through the course, or continually misses deadlines, the program reserves the right to notify the student's advisor and to potentially administratively drop the student from the class.
- ✓ Do not hesitate or delay contacting me if you have questions and/or concerns regarding your progress in this class.

COURSE ASSESSMENT AND GRADING SYSTEM

- ✓ Important Assignment Logistics: All readings and assignments can be found in folders on BbLearn. Your grades can be tracked in the Grade Center. Students will be assessed based on their performance on the assignments described below:

1. Quizzes

- a. There are 12 quizzes throughout the course. Format may vary, although most quizzes will primarily include multiple choice questions.
- b. Point Value: 15 points per quiz.
- c. Where? Quizzes can be found in the 'assignments' folder for that particular week.

2. Online Reflection/Discussion Posts

- a. Eight reflection/discussion posts will be due over the course of the semester. Discussions pertain to the readings, handouts and assignments. These do not have to be in APA format, but are to be written in a clear, concise, "journal" format. However, errors in grammar, syntax, and spelling, etc., *will reduce the grade*. Reply to at least one other student's post in order to build a collaborative and interactive "community."
- b. Point value: 15 points per Discussion. **Note: Each discussion has specific instructions and is graded accordingly. Optimize your points per discussion by following those instructions.**

3. Personal Career Development (PCD) Activities

- a. Students will complete seven PCD activities that relate to integrating the class content with your own personal career development. You will produce and submit a written report for each activity. Additional directions will be provided on BbLearn. The themes for each PCD provided below.
- b. Point value: Each PCD is worth 20 points except for PCD #7 (the largest and most integrated project in this class), which will be worth 100 points.
- c. Where? These reports will be submitted to the appropriate BbLearn Dropbox.
- d. PCD themes:
 - i. PCD No. 1: Use of Genogram in Career Development (20 points)
 - ii. PCD No. 2: Holland's Structural-Interactive Theory (20 points)
 - iii. PCD No. 3: Super's Life-Span, Life-Space Theory (20 points)
 - iv. PCD No. 4: Career Intake (20 points)
 - v. PCD No. 5: Using Occupational Information (20 points)
 - vi. PCD No. 6: Upgrading my Resume (20 points)

vii. PCD No. 7: Career Development Guidance Project (100 points) **KEY PERFORMANCE INDICATOR ASSIGNMENT FOR CACREP (KPI)**

1. Additional instructions for the Career Development Guidance Project are provided on BbLearn. The essence of this assignment is that you will conduct *three* career guidance sessions with a volunteer from NAU or the community. The guidance activities will involve assisting the volunteer in interpreting the career instruments used in the course, values, and skills, occupational information, and career development planning. This assignment will be completed over the span of the course and will be presented in one of the last two course meetings.

4. Career Exploration Group (CEG Meetings)

- a. The purpose of this in-class assignment is to experience a live, real-time, career exploration group with 4 classmates. In this group, you will discuss career development theories/strategies as they apply to you and to your future career and also to your work with your volunteer client. Meetings usually take about 45 to 60 minutes. The goal is to gain experience in facilitating/leading a small **Career Exploration/Consultation Group**, and to benefit as an active member as well while absorbing/integrating key concepts of the curricula.
- b. Point value:
 - i. 10 points for successful participation as leader and member
- c. Logistics
 - i. The group meetings will take place during class meetings for approximately 45 to 60 minutes.
 - ii. Who's in your group? Your groups will be determined in the first class.
 - iii. The BbLearn group component will be used as the means to connect with your group members.
- d. Note about Confidentiality:

Discussion posts should never mention other group members by name. Use discretion when posting as discussion posts will be viewable by the instructor and class members

GRADING SYSTEM

- ✓ Grades are tracked using the grade system in BbLearn. Updated grades will be made available to students on a regular basis. If you have any questions regarding your grade(s), please contact the instructor in a timely manner. Students are reminded that the grade sheet reflects progress to date and may not be a reflection of the final grade that will be assigned for the course.
- ✓ The final course grade will be based on the total number of points earned during the semester. Students will be assigned a letter grade based upon the following criteria:
- ✓ Points System

| <u>Assignment/Point Value</u> | <u>Total</u> | <u>% of Grade</u> |
|----------------------------------|-------------------|-------------------|
| 12 Quizzes @ 15 points each = | 180 points | 31% |
| 8 Discussions @ 15 points each = | 120 points | 20% |
| 6 PCD's PCD's @ 20 points each = | 120 points | 20% |
| PCD #7 @ 100 points = | 100 points | 16% |
| 6 CEG Meetings @ 10 points each= | 60 points | 10% |
| TOTAL POINTS AVAILABLE = | 580 points | 100% |

✓ **Grading Ranges**

A: (90-100%), 521-580 points; **B:** (80-89%), 464-520 points; **C:** (70-79%), 406-463 points
D: (60-69%), 348-405 points; **F:** (< 60%) < 347 points

COURSE SCHEDULE/DUE DATES (SCHEDULE BELOW IS AN OVERVIEW AND BASED ON A 16-WEEK SEMESTER AND CAN BE ADJUSTED FOR AN 8-WEEK TERM.)

✓ **WEEK 1:**

- READINGS:
 - CHAPTER 1
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 1 FOLDER
- ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ - CHAPTER 1
 - POST DISCUSSION #1: *THE VIEW FROM MY WINDOW* (SEE DIRECTIONS IN WEEK 1 FOLDER)

✓ **WEEK 2:**

- READINGS:
 - CHAPTER 2
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 2 FOLDER
- ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ - CHAPTERS 2
 - PCD #1: CAREER GENOGRAM
 - PREPARE AHEAD: CONNECT WITH CEG MEMBERS TO SCHEDULE YOUR CEG GROUP MEETINGS – SCHEDULE DAYS & TIMES TO MEET FOR 60-90 MINUTES FOR WEEKS 4, 6, 8, 10, 12 & 14

✓ **WEEK 3:**

- READINGS:
 - CHAPTER 3
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 3 FOLDER
- ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ – CHAPTER 3
 - PCD #2: HOLLAND'S MODEL

✓ **WEEK 4:**

- READINGS:
 - CHAPTERS 8
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 4 FOLDER
- ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ - CHAPTER 8
 - MEET WITH CEG FOR GROUP MEETING #1 (INSTRUCTIONS FOUND IN BBL)
 - POST DISCUSSION (#2): REFLECTION FOLLOWING CAREER EXPLORATION GROUP MEETING #1

✓ **WEEK 5:**

- READINGS:
 - CHAPTER 9
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 5 FOLDER
- ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ - CHAPTER 9
 - PCD #3: SUPER'S MODEL

- ✓ **WEEK 6:**
 - READINGS:
 - CHAPTER 5
 - VIDEO AND JOURNAL ARTICLES POSTED IN WEEK 6 FOLDER
 - ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ - CHAPTER 5
 - MEET WITH CEG FOR GROUP MEETING #2
 - POST DISCUSSION (#3): REFLECTION FOLLOWING CAREER EXPLORATION GROUP MEETING #2

- ✓ **WEEK 7:**
 - READINGS:
 - CHAPTER 6
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 7 FOLDER
 - ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ - CHAPTER 6
 - PCD #4: CAREER INTAKE

- ✓ **WEEK 8:**
 - READINGS:
 - CHAPTER - 4
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 8 FOLDER
 - ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ - CHAPTER 4
 - MEET WITH CEG FOR GROUP MEETING #3
 - POST DISCUSSION (#4): REFLECTION FOLLOWING CAREER EXPLORATION GROUP MEETING #3

- ✓ **WEEK 9:**
 - READINGS:
 - CHAPTER 7
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 9 FOLDER
 - ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ - CHAPTER 7
 - PCD #5: USING OCCUPATIONAL INFORMATION

- ✓ **WEEK 10:**
 - READINGS:
 - CHAPTER 11
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 10 FOLDER
 - ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ - CHAPTER 11
 - MEET WITH CEG FOR GROUP MEETING #4
 - POST DISCUSSION (#5): REFLECTION FOLLOWING CAREER EXPLORATION GROUP MEETING #4

- ✓ **WEEK 11:**
 - READINGS:
 - CHAPTER 12

- HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 11 FOLDER
 - ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ- CHAPTER 12
 - PCD #6: YOUR UPDATED RESUME
- ✓ **WEEK 12:**
 - READINGS:
 - CHAPTER 10
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 12 FOLDER
 - ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ- CHAPTER 10
 - MEET WITH CEG FOR GROUP MEETING #5
 - POST DISCUSSION (#6): REFLECTION FOLLOWING CAREER EXPLORATION GROUP MEETING #5
- ✓ **WEEK 13:**
 - READINGS:
 - CHAPTERS 13 AND 14 (NON-SCHOOL COUNSELING MAJORS) AND CHAPTERS 15, 16, AND 17 (SCHOOL COUNSELING AND SCHOOL PSYCHOLOGY MAJORS)
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 13 FOLDER
 - ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - QUIZ - CHAPTERS 13 AND 14 OR CHAPTERS 15, 16, AND 17
 - NO PCD OR CEG DUE, HOWEVER, WORK ON PCD #7 THIS WEEK
- ✓ **WEEK 14:**
 - READINGS:
 - CHAPTERS - NONE
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 14 FOLDER
 - ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - MEET WITH CEG FOR GROUP MEETING #6 (FINAL MEETING)
 - POST DISCUSSION (#7): REFLECTION FOLLOWING CAREER EXPLORATION GROUP MEETING #6
 - CONTINUE TO WORK ON PCD #7 THIS WEEK
- ✓ **WEEK 15:**
 - READINGS:
 - CHAPTERS - NONE
 - HANDOUTS AND JOURNAL ARTICLES POSTED IN WEEK 15 FOLDER
 - ASSIGNMENTS DUE SUNDAY, AT 11:59PM
 - PCD #7: CAREER DEVELOPMENT GUIDANCE PROJECT
 - POST DISCUSSION #8
- ✓ **THE FINAL GRADES FOR THIS COURSE WILL BE POSTED BY INSTRUCTOR SHORTLY AFTER COURSE ENDS, SO BE ON TIME FOR FULL-CREDIT CONSIDERATION**

COMMUNICATION

- ✓ Course communication will be conducted primarily via BbLearn e-mail. The e-mail addresses for the instructor and the students in the class are available within the BbLearn e-mail feature.
- ✓ I will be checking my BbLearn e-mail and phone messages on a regular basis (however, limited on the weekends and holidays). It is recommended that you contact me prior to the weekend with questions or if assistance is needed with assignments.

- ✓ Keep in mind that BbLearn technical questions should be directed to the Student Technology Center (928.523.9294 or 888.520.7215 toll-free). If you experience difficulty completing or uploading an assignment it is the student's responsibility to contact me (e-mail or voicemail) immediately. Keep the Student Technology Center's numbers readily available.
- ✓ Regular course announcements will be made via the BbLearn Announcement course tool. You will see new Announcements posted on this course's Dashboard when you first log in. Be sure to review ALL announcements.

ACADEMIC DISHONESTY

- ✓ In short, Academic Dishonesty **WILL NOT** be tolerated and NAU's policy will be adhered to in all cases. Students are encouraged to read and understand the University policy. Your work is to be YOUR WORK. You are expected to follow the rules of the course in addition to the policy of the university. Any and all allegations of academic dishonesty will be thoroughly investigated immediately and handle according to policy. Information on the ACADEMIC DISHONESTY policy, please refer to the NAU Student Handbook available below.

DUE DATES AND DEADLINES

- ✓ Due dates and deadlines are just that. They have been set for this course and are expected to be adhered to. Due dates are not negotiable because of technology problems. Students are encouraged to have access to a back-up computer with Internet access.
- ✓ Assignments are to be turned in by the due date for full point consideration. **Assignments received after the deadline are assessed at 75% of their max value**, and assignments received more than a week after the deadline will not be graded. Assignments turned in after Sunday night on the last night of class will not be graded, as grades are due shortly thereafter.
- ✓ Only under accepted exceptions (based on university guidelines and instructor discretion) will alternative arrangements be made regarding due dates and deadlines. All emergency situations must be conveyed to the instructor in a timely manner.

INCOMPLETE POLICY

- ✓ NAU's policy is that no incomplete grades will be given for courses except in cases of acceptable emergencies. Please make sure that you are aware of the last day to withdraw from the course and make use of that option if you determine you are going to be unable to complete the course.

INSTRUCTOR EXPECTATIONS: WHAT YOU CAN EXPECT FROM ME.

- ✓ First and foremost, I am here to provide you with the necessary support to be successful in this course. As such, if you have any questions or specific needs, please contact me.
- ✓ I will respond as promptly as possible to your e-mails and/or phone calls. Keep in mind that I may "cc" or include the entire class in an e-mail (or posted announcement) if it is something that pertains to the course material. Students usually have similar questions and/or concerns and so I will do this to allow all students the benefit of the originating request.
- ✓ In terms of grading, I will remain as vigilant as possible with grading. As I expect you to adhere to due dates and deadlines, I will make every effort to have your work graded and posted as quickly as possible. I will notify the class if there is an unexpected delay in grading.

STUDENT EXPECTATIONS: WHAT I EXPECT FROM YOU.

- ✓ You are expected to visit and work within the EPS 620 BbLearn Course daily.
- ✓ You should establish a workable pace for this course. You cannot put items off until the last minute and expect to meet deadlines and be successful in this course.
- ✓ You must meet the posted deadlines for assignments and quizzes.
- ✓ You must read the text. You will not be able to master the material without doing so. Most students review the text, complete the supplemental materials, and then read the text again.
- ✓ You must take advantage of ALL of the supplemental materials in the course. Keep in mind that supplemental does not mean optional. It means these materials are there to supplement your understanding of the materials covered in the text, which equates to greater success in the course.
- ✓ While I will be monitoring your progress throughout the course, you must contact me if you have any questions or concerns about this course or your progress in the course.
- ✓ You should read (or re-read) this syllabus in its entirety, as you are responsible for its content. You should ask questions as necessary regarding this syllabus and/or the course.
- ✓ It is recommended that you print this syllabus and the supplemental schedules and retain my e-mail address and phone number in the event that you are unable to log into the course and/or access the Internet.

Appendix A
PCD#7
NORTHERN ARIZONA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
EPS 620: VOCATIONAL COUNSELING AND CAREER DEVELOPMENT
PERSONAL CAREER DEVELOPMENT ASSIGNMENT
PCD #7 CAREER DEVELOPMENT GUIDANCE PROJECT

HERE IS THE WHY, WHAT, WHEN, HOW, WHERE AND WHO OF THIS PROJECT:

THE “WHY”:

1. **NOW THAT YOU ARE AWARE OF MANY VOCATIONAL THEORIES AND TOOLS, THE PURPOSE OF THIS ASSIGNMENT IS TO BEGIN FEELING COMFORTABLE DISCUSSING VOCATIONAL MATERIALS WITH SOMEONE ELSE IN AN EFFORT TO DEVELOP YOUR VOCATIONAL COUNSELING SKILLS TO BRING IT ALL TOGETHER.**

The “What”:

1. The basic idea behind PCD-7 is to give each of you practical experience in facilitating someone’s career development/enhancement. In this case, that “someone” will be a volunteer.
2. Each student will conduct three career facilitation meetings with the volunteer. You will participate in a total of three meetings.
3. The roles are:
 - a. Career Development Facilitator:
Role: Ask questions, clarify, share “hunches”, try to hypothesize about connections between issues, try to assess patterns, being “another set of fresh eyes” for the volunteer, etc. Do not fall into the trap of advising volunteer to follow your instructions – instead, be a collaborative instrument to help them get “in tune” with themselves.
 - b. “Volunteer” who is being interviewed, receiving services, etc.
Role: Share and provide relevant person information in order for the Facilitator to have enough data to develop an evaluation report.
4. PCD-7 culminates in an evaluation report that each of you will post into the PCD-7 Dropbox at the end of Week 7.

The “When”:

1. This assignment will start at the beginning of the course and end by the next to last session – so you have about six weeks to complete the assignment. The specific dates/times you get together with your volunteer are entirely up to you and your volunteer.
2. The “session time” you spend with your volunteer is entirely up to you. The goal is to create a relaxed pace in which there is ample time for pondering, reflecting, Socratic questioning, etc., so take as much/little time as you need in order to complete the sessions. The first session will likely take 45 to 55 minutes or so (sort of like an intake at a university career counseling center), and the 2nd and 3rd sessions will probably take closer to 30 minutes – so you are talking about a total of 2-3 hours for the three sessions.
 - a. Note – these session times are meant to be flexible – some may take a shorter amount of time and some may take longer. In part, it depends on the quality of the facilitator’s “facilitation” skills and in part, on the volunteer’s level of certainty about what kind of career they are after. So, do not fret if your session times are a bit shorter or longer than these estimates – but do try to be thorough.
3. PCD-7 report will need to be posted (Date) at 11:59pm. The assignment is worth 100 points.

The “How” & “Where”:

1. You may conduct the sessions with your volunteer in one or more of the following ways that include at least one in-person meeting:
 - a. In-person
 - b. Skype or Collaborate
 - c. Phone

The “Who”:

| |
|-------------|
| Pairing #1 |
| Pairing #1 |
| Pairing #2 |
| Pairing #2 |
| Pairing #3 |
| Pairing #3 |
| Pairing #4 |
| Pairing #4 |
| Pairing #5 |
| Pairing #5 |
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| Pairing #9 |
| Pairing #9 |
| Pairing #10 |
| Pairing #10 |
| Pairing #11 |
| Pairing #11 |
| Pairing #12 |
| Pairing #12 |
| Pairing #13 |
| Pairing #13 |
| Pairing #14 |
| Pairing #14 |
| Pairing #15 |
| Pairing #15 |

The basics of the process:

1. Connect with your volunteer online to arrange days/times to meet (three different sessions each).
2. Prepare ahead of time. Have your volunteer's previous PCD's ready to share electronically and have a desktop, laptop or notepad ready so you can jot down basic notes as you go. There is no need for taking down volunteer quotes per se, but it is important to track your volunteer's disclosures with some level of detail, so that you are accurate when you write up and submit your evaluation report for PCD-7.

Session Guidelines

Session 1: Rapport, Intake, Review of Assessments

1. Approximate time needed: 45-60 minutes is typical
2. Introduce yourself (degree, NAU major, and career you are pursuing).
3. Briefly review the objectives and activities of this experience.
4. Ask the volunteer about any specific goals they may have regarding session one.
5. Review and Discuss PCD-4: The Intake Interview. Obtain the following information:
 - a. Share PCD-4 via **email**
 - b. Look over your client's PCD-4 and discuss main ideas:
 - i. Ask about past work (full-time, part-time) and hobby activities.
 - ii. Ask about favorite subjects in high school and college.
 - iii. Ask about expected life role(s) involvement(s) (student, citizen, child, leisure, homemaker, worker, annuitant, spouse, parent).
 - iv. Discuss and explore the *career development information* (Savickas, 2009) – You may also want to discuss PCD 1 at this time (see below)
 - v. Discuss and explore any *career counseling concerns* that were identified on the career intake interview form.
6. Review PCD-1:
 - a. Share PCD-1
 - b. Discuss what the volunteer learned from PCD-1, The Genogram. The volunteer may or may not want to share the genogram details – that is up to them because some of it is quite personal but it is important for the facilitator to find out what the volunteer learned from the genogram experience, especially in terms of their career development. Main thing is to discuss occupational/career/lifestyle patterns, role models, mentors, significant individuals, and the effects on your volunteer's current and future career plan.
 - c. **Discuss diversity issues impacting volunteer's current career plan and be sure to include key issues in your summary.** (See Part 2 in the Zunker textbook and rubric for PCD #7)
7. Review & Discuss PCD-2, the SDS findings:
 - a. Ask about current career aspirations (goals). Explore the extent that the career aspirations are realistic and resolute for the volunteer.
 - b. Go through the SDS results in detail and discuss themes within, as well as across sections.
 - c. To what extent do these NEO-PI-R results tie in with your career aspirations?
 - d. Discuss the resulting Summary Code and converse the meaning of types (RIASEC) in the volunteer's summary code (using the rule of 8)
 - e. Then, discuss all occupations on the volunteer's SDS printout, tracking on the volunteer's commentary as you go.
8. Summarize Session 1 and briefly discuss the next 2 sessions:
 - a. Ask how the session went (the rapport, the level of empathy, if expectations were met, what adjustments can be made in order for things to go even better [alliance check-in])
 - b. Orient volunteer to Session 2:
 - i. The second session will be a review of PCD-5 – what they learned about their career options from the career website. The facilitator: Between sessions 1 and 2, you should also look up a “hunch vocation” that you believe might also be of interest to the volunteer and will share that information with the volunteer in the second session.
 - ii. Session 2 will also review PCD-3, how Super's life stages and roles model held possible relevance for the volunteer.

- c. Decide on the time for the 2nd meeting and provide a follow-up confirmation by email.

Session 2: Review of Occupational Information

1. Approximate time needed, 30-45 minutes
2. Start with Insights/Lightbulbs from the previous session – New thoughts, new developments?
3. Review and Discuss PCD-3, how Super's Model applied to their life
 - a. Ask about what they gained from reviewing their *current* life stages and roles, and from their *around the corner* life stages and roles.
 - b. Ask about what they gained from reviewing the results from the online version of the Life Values (Crace Life Values Inventory).
4. Review & Discuss PCD-5.
 - a. Examine in adequate detail the one or two career options that the volunteer reviewed in OOH and O*NET.
 - a. In particular, try to keep the Genogram, Intake, the SDS, Super's model and Crace's LVI in mind as you have this discussion. Try to connect the dots, looking for connections between family of origin and intergenerational themes from the Genogram, career development, as well as other kinds of connections from analyzing the SDS, Super, the Intake, and their values. Tip: Do not force connections; rather, just try to interweave elements from the intake into the discussion *if/when* relevant.
 - b. In addition, the facilitator should share information about the "hunch vocation" with the volunteer, and assess the volunteer's response to that.
5. Orient client to Session 3, which will simply involve two final items:
 - a. Brainstorming a Career Plan for the volunteer's ongoing career development. In other words, say something like, "between now and our 3rd and final meeting, how about we both jot down ideas about your Career Plan and bring them to the next session?" The Career Plan is simply a way to help the volunteer get organized with their "next steps" (which could involve any of these kinds of activities):
 1. Continuing a data-gathering mode about careers, job-shadowing, exploring PhD programs, doing additional training, internship ideas, evaluating additional certifications they might pursue, completing their masters, researching the realities of a private practice if relevant to their major, researching places they are considering moving to, etc.
 - b. Encouraging them to update their resume (PCD-6). The volunteer may not feel that their resume needs updating; however, you are providing some tips on successful resumes. Also, between Sessions 2 and 3, the facilitator should read up on resume tips that are relevant to the volunteer's stage of career and life development.

Session 3: Finalizing a Career Development Plan and co-reviewing their resume

1. Approximate time needed, 30-45 minutes
2. Start with Insights/Lightbulbs from the previous session – new thoughts, new developments in the volunteer's thinking, etc.?
3. Review PCD-6: Their resume
 - a. Give the volunteer feedback about their resume, especially in light of the resume handouts provided in Week 8 folder.
4. Review the volunteer's Plan:

- a. Discuss the client's "next steps" – goals and activities. This process will take the bulk of the final session and should be collaborative. Try to help the volunteer map out where they are going next and how they are going to get there. On a practical level, these "next steps" may involve:
 - i. Continuing in a data-gathering mode about careers, job-shadowing, exploring PhD programs, doing additional training, internship ideas, evaluating additional certifications they might pursue, completing their masters, researching the realities of a private practice if relevant to their major, researching places they are considering moving to, etc.
- b. Summarization:
 - i. Take a few minutes to discuss how the three-session process went for the volunteer, addressing the rapport/alliance with the facilitator, the process of reviewing the PCD's with a "fresh set of eyes", the process of setting a plan, etc. Facilitators: ask for specific feedback about your skills, strengths, and areas that perhaps needs some adjusting.
 - ii. Summarize with each other the key learnings during these meetings.

THINGS TO REMEMBER BEFORE IMPLEMENTING THIS CAREER DEVELOPMENT INTERVENTION

Tips for Success:

1. Do not procrastinate – start this project early and leave yourself ample time during Week 8 to write it all up.
2. Prepare for each session ahead of time. It will feel more effective than reading the directions for the first time as you go through it, which will cause a lot of stumbling – and prepare for the sessions.
3. Email your volunteer the results of their previous PCDs ahead of time so you can both be looking at the same thing.
4. Do not be overly prescriptive but instead, focus on expanding possible options. You can point out supporting evidence to focus choices that the volunteer has made. You are providing an opportunity to talk about career possibilities and give some new tools to continue the career development process.
5. Make sure that the volunteer understands that assessment results are best combined in making career choices with personal knowledge about *abilities, skills, personality, values, motivation, expected life roles, experiences, and knowledge of the world of work*.
6. As you know, career interests and aspirations as reflected on an assessment instrument like SDS can change especially considering the person's age, context, and life stage (according to *Super's Vocational Developmental Stages*).

Having completed the 3-session process, below is the basic template for your PCD-7 "Evaluation Report". Easiest if you just type directly into this document.

PCD 7: Career Development Evaluation Report

Facilitator name:

Volunteer name:

Dates of meetings:

Means of Connection (i.e., in-person, Skype, Collaborate, phone):

Purpose of Evaluation: (paragraph or so explaining the purpose of the career development report). You can use this *verbatim* and add to it if you wish. "The purpose of this evaluation is to summarize the interpretation and results of several Personal Career Development activities that (volunteer name) encountered during a graduate course in Vocational Counseling at Northern Arizona University. Results from each PCD will be briefly described below, as will the results of three career counseling sessions that took place in (dates). Suggestions and recommendations for this client's career

development plan are provided at the end of this report.” Include relevant **Professional and State Standards (ASCA, ACA, NCDA, AzDOE)**.

Assessment Measures Reviewed:

(Copy and paste these next few bullets *verbatim* and please do not add anything else in this section).

- Career intake: Discussion related to career development information and career concerns
- Basic Results & Discussion related to Volunteer’s Self-Directed Search results (Holland’s model) and the NEO-Pi-R
- Basic Results & Discussion related to Volunteer’s Life Roles and Values (Super’s model)
- Basic Results & Discussion related to Volunteer’s Life Values inventory online results (Crace’s model)
- Basic Results & Discussion related to Volunteer’s review of Occupational Information (OOH.gov and O*NET)
- Resume analysis

Background Information:

- Summarize client’s intake info from PCD-4
- Summarize what was learned from discussing PCD-1, the genogram analysis).
 - IE, “Justin is a 24-year-old graduation student at NAU **majoring** in XYZ. (Say more about highlights from PCD-4)
 - Something like this, “After completing PCD-1, the Genogram assignment, Justin discovered that... In processing the genogram together, a few insights were discussed, including...”
 - Address **Diversity Issues and Work with Diverse Populations**

Results of Evaluation: (Describe the **Use of Technology, including the following Assessment measures**)

- Self-Directed Search results
 - Summarize what was learned from reviewing/discussing the volunteer’s SDS results here
 - Discuss the actual SDS code results, the rule of 8, etc., what careers were discussed based on the SDS results
 - Interpretation, i.e., what sense did the volunteer make of her/his SDS results
- NEO-Pi-R results
 - Summarize what was learned from reviewing/discussing the volunteer’s big five personality traits
 - Interpretation, i.e., to what extent do the Neo-Pi-R results tie in with the client’s career aspirations?
- Life Roles and Values results (differentiation current from future)
 - Summarize what was learned from reviewing/discussing the volunteer’s Life Roles and Stages
 - Interpretation, i.e., what sense did the volunteer make of her/his Life Roles & Stages results
- Crace Life Inventory results
 - Summarize what was learned from reviewing/discussing the volunteer’s Life Values Inventory
 - Interpretation, i.e., what sense did the volunteer make of his/her Values analysis results
- Occupational information results
 - Summarize what was learned from reviewing/discussing the volunteer’s web-based Occupational information results here, i.e., from OOH.gov, O*NET, etc.
 - Interpretation, i.e., what sense did the volunteer make after reviewing his/her Occupational info with you
- Resume analysis results

- Summarize what was learned from reviewing/discussing the volunteer’s resume, what input you had, etc.

Summary of Results, Interpretation and Recommendations

- Discuss the volunteer’s career plans for the short-term and long-term.
- Describe the volunteer’s Career Plan here, along with any additional detailed recommendations **you** might have for the volunteer. This section is where you integrate everything, where you tie all of the information together into a cohesive narrative. Make concrete suggestions and recommendations here.
- Interview process (describe the rapport, the subjective interpersonal experience shared by volunteer and counselor, any positive qualities or challenges encountered about your time together)
- Volunteer Strengths (be creative in writing about volunteer’s apparent strengths)

Career Counselor Name and Signature

Note: Post this assignment (one document) into the PCD-7 Dropbox in Week 8 folder.

| <i>PCD #7 Guidelines</i> |
|--|
| <u>Project Content Elements</u> |
| Purpose of Evaluation: (Explain the career development report in context of Professional and State Standards). |
| Background - (Summarize volunteer’s intake, genogram, diversity issues). |
| Results |
| SDS and the NEO-Pi (Summary & Interpretation) |
| Life Roles & values (Summary & Interpretation) |
| Crace Life Inventory results (Summary & Interpretation) |
| Occupational Information (Summary & Interpretation) |
| Resume analysis (Summary & Interpretation) |
| Summary, including how technology was used in assessment, & Recommendations |
| Formatted appropriately according to APA |
| Thoroughness/Writing Quality |
| SEE RUBRICS FOR SCORING |
| |

**Rubrics for PCD #7: Career Development Guidance Project
EPS 594 1.2 CAEP Rubrics for Module A&B, Project 1 C. (needs to be on Bblearn)**

| Levels/ Criteria | Inadequate 0-5 | Satisfactory 6-10 | Good 11-15 | Excellent 16-20 | Score/ Level |
|---|--|---|--|--|-------------------------|
| In-depth understanding of central concepts of Professional and State Standards (ASCA, ACA, NCDA, AzDOE) CAEP Unit Level Standard 1 | Demonstrates little to no awareness of central concepts of professional, state and institutional standards related to career assessment and development. | Demonstrates basic awareness of central concepts of professional, state and institutional standards related to career assessment and development. | Demonstrates thoughtful awareness of central concepts of professional, state and institutional standards related to career assessment and development. | Demonstrates exceptional insight and thorough understanding of central concepts of professional, state and institutional standards related to career assessment and development. | |
| Addressed Diversity Issues and Work with Diverse Populations NCATE Unit Level Standard 4 | No evidence of openness, understanding and ability to work with diverse populations related to career assessment and development | Limited evidence of Openness, understanding and ability to work with diverse populations related to career assessment and development | Some evidence of Openness, understanding and ability to work with diverse populations related to career assessment and development | Strong evidence of Openness, understanding and ability to work with diverse populations related to career assessment and development | |
| Addressed the Use of Technology and Assessment measures to support and improve graduate student learning CAEP Unit Level Standard 1 | Demonstrates little or no understanding of use of technology and assessment measures to support and improve career planning | Demonstrates basic understanding of use of technology and assessment measures to support and improve career planning | Demonstrates thoughtful understanding of use of technology and assessment measures to support and improve career planning | Demonstrates exceptional insight and thorough understanding of use of technology and assessment measures to support and improve career planning | |

| | | | | | |
|--|--|--|--|--|--|
| Demonstration of critical analysis and synthesis of information gathered on Summary of Results, Interpretation and Recommendations CAEP Unit Level Standard 1 | Demonstrates little or no analysis and throughout the various elements of the project report | Demonstrates basic analysis and synthesis throughout the various elements of the project report | Demonstrates thoughtful analysis and synthesis throughout the various elements of the project report | Demonstrates exceptional analysis and synthesis throughout the various elements of the project report | |
| Writing Skills Quality of writing, adherence to project requirements, organization of ideas, grammar and punctuation and APA format | The assignment does not follow the proper format (APA style) and Frequent errors in spelling, grammar, and punctuation; No evidence of organization of ideas | The assignment does not follow the proper format (APA style) or Errors in grammar and punctuation, but spelling has been proofread; Some evidence of organization of ideas | The assignment is prepared in the proper format (APA style); Occasional grammatical errors and questionable word choice; Logical organization of ideas | The assignment is prepared in the proper format (APA style); Nearly error-free which reflects clear understanding and thorough proofreading; Careful and relevant organization of ideas. | |

IMPORTANT LINKS

All students are expected to review and be familiar with the information contained at each of the following links, as well as those identified in the NAU Academic Policy Statements.

- ✓ ACADEMIC POLICES (INCLUDING ATTENDANCE AND ACADEMIC INTEGRITY)
 - <http://www4.nau.edu/stulife/StudentHandbook/AcademicPolicies.htm>
- ✓ STATEMENT ON PLAGIARISM AND CHEATING
 - http://www4.nau.edu/stulife/StudentHandbook/Appendix_G_AcademicDishonesty.htm
- ✓ STUDENT HANDBOOK
 - <http://www4.nau.edu/stulife/StudentHandbook/TableofContents.htm>
- ✓ STUDENT CODE OF CONDUCT
 - www.nau.edu/~stulife/code

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University’s Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.