1. **Course Designation**

   Adler Graduate School  
   Course number # 562  
   Career Development  
   Three (3) credits  
   Prerequisite: # 511  

   Instructor: Kate Simonson, MA, Licensed School Counselor and Employment Placement Specialist, Professional Certified Career Coach  
   Phone: 651 482 9843  
   kate@lifedirectioncoach.com

2. **Course Description**

   This online course is designed to introduce the LPC/LPCC student to the scope of information related to career development and to encourage students to implement strategies of sound and culturally competent, ethical, career counseling/coaching. It will foster confidence in their ability to address the needs of their clients in a holistic manner. Students review the history and theories of career development, career progression over life span, the purpose and variety of assessment instruments and career interviewing. A secondary benefit of this course is that students will participate in activities to strengthen themselves as professional counselors to include developing their own professional portfolios and work “toolkit.” Students will research how career fits into healthy, balanced lifestyles and into the community. Career considerations of diverse cultural groups and special populations will be discussed as well as global implications of career issues resulting from technological advancement. Students will have a foundation upon which to build deeper skills, further increase their understanding, strengthen their techniques, and utilize resources they will use to help their future clients to grow in the life task, Work.

3. **Texts, Materials and Resources (required and optional)**

   3.1 Required Texts:

3.2 Articles Identified To Support Reflection and Discussion (Some are required reading)


Burwell, Rebecca; Chen, Charles P. (Spring, 2006). Applying the principles and techniques of solution-focused therapy to career counseling. *Counseling Psychology Quarterly, 19* (2), 189-209.


Shearer, C. Branton; Luzzo, Darrell Anthony (Fall 2009). Exploring the application of multiple intelligences theory to career counseling. *Career Development Quarterly, 58*(1), 3-13.


4. **Competencies and Learning Outcomes**

   ( Learner Outcomes )= MN Board of Teaching Standards for School Counselors and NCA corresponding Standards that are met in 562 OL Career Development

   Students in this course will be able to:

   4.1 Demonstrate practical application of theories and models of career development assessment (NCA Standard met: 4.a)

   4.2 Identify stages and needs for career development throughout life spans with the emphasis on adults (NCA Standard met: 4.d)

   4.3 Apply the skills necessary to provide career counseling for individuals and/or groups (NCA Standard met: 4.c and 4.h)

   4.4 Recognize the skills necessary and instruments available to provide career assessment for individuals and groups as well as ethics and legal consideration (NCA Standard met: 4.f and 4.i)
4.5 Develop an understanding of the occupational and labor market, visual and printed resources and technology that are used in career counseling (NCA Standard met: 4.b and 4.g)

4.6 Recognize components necessary to develop, plan, implement, and evaluate career development programs in school and community settings (NCA Standard met: 4.c and 4.e)

4.7 Understand the dynamics of career counseling with diverse populations, including the role of gender in career development (NCA Standard met: 4.h)

4.8 Comprehend the interrelationships among and between career, family, and other life roles (NCA Standard met: 4.d)

5. **AGS Online Course Overview**

5.1 AGS online courses have the same total duration as residential courses – 7 weeks (5 weeks of coursework plus two weeks for completing final assignments). You should expect to spend between 90 and 120 hours on all course-related activities. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers/projects and grades are submitted.

5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time—replying within 48 hours. During the class, your instructor will post specific hours for virtual confering on the Career Development webpage.

5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least two substantive postings per week/unit. You will also respond to postings of two of your classmates for each of the two forums that are presented each week/unit. Students may, from time to time, be encouraged to expand upon their original topic and respond to their instructor or another classmate as might be expected in an actual classroom discussion. Students may be asked to engage in experiential activities, per syllabus and online instruction. These expectations are very general, as you will find unique teaching style and specific expectations presented in each online class.

5.4 Although you may find that you have a lot of experience in the discussion topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style (Sixth Edition) and format requirements in referencing sources.
6. **System Requirements for Adlermoodle Learning Platform**

6.1 The system requirements for the Moodle user are modest. All you really need is a solid, reliable internet connection and a modern web browser. It may help to have a 200+Mhz processor on your computer if you are running Windows or MacOS.

6.2 Moodle will work in any modern web browser. However, it works best in the following:
- Internet Explorer (v5.5 or later)
- Firefox (all versions)
- Netscape (v7 or later)

6.3 Others that MAY be less effective:
- Opera
- Safari
- Camino

6.4 Your browser should also have both cookies and javascript enabled. These are typically enabled by default, but if you think these settings might need enabling, check the documentation for your particular browser for how to do these. Some examples are provided in the “Systems Requirements” tab on the login page of adlermoodle.com.

6.5 You should also enable pop-ups for your Moodle site. Consult “Help” for your particular browser on how to enable pop-ups.

**What else may I need?**

6.6 Career Development Online will have Office documents that you will need to access. If you do not have Microsoft Office, you can download Open Office which allows you to view and edit MS Office files, and is available free for Windows and for non-Windows computers.

6.7 Some courses may have documents in Adobe Acrobat format (.pdf) so you may need a PDF reader. You can download Adobe Reader for free.

6.8 Some courses may have multimedia animations created using Adobe Flash that require you to have the Flash Plugin installed on your computer. You probably have it already if you have a modern computer.
7. Career Development Online Courses Outline—(Each week choose two topics to which you will create original posts; one post will be due on Tuesday and the second on Friday. You will then have until Wednesday to respond to two of your classmates’ Tuesday original posts and you will have until Saturday to respond to two of your classmates’ Friday postings.

7.1 Unit 1 – Theories and Models of Career Development (NCA Standard: 4.a, 4.d)

Discussion Topics:
1. Reflect on Ogbu’s (1990) definition of culture. From what you know about the development of lifestyle from the Adlerian perspective, illustrate how the workview of each of Hollard’s six personal styles may have developed.
2. How might the vocational perspective outlined by Watkins and career construction by Hartung regarding goals, obstacles, meaning, and strategies fit into the Adlerian concept of lifestyle?
3. Use research to identify an especially useful application of one of the five career counseling models other than an application that was included in your reading assignment. What makes this application of interest to you professionally?
4. Identify and support three perspectives of a theorist that would promote the relevancy of those perspectives given the economic and global considerations of the 21st century.

7.2 Unit 2 – Career Interviewing and Assessments (NCA Standards: 4.c, 4.f, 4.h)
Leong (2001) Appraising Birth Order in Career Assessment:
Linkages to Holland's and Super's Models
Watkins (1993) Psychodynamic career assessment; an Adlerian perspective
Discussion Topics:

1. Research and report on one of the following assessments; (specifically discuss its purpose, and value for the clients with whom you expect to work): Myers-Briggs Type Indicator, DiSC Personal Profile System, Strong Interest Inventory, or an assessment which holds interest to you because of the type of clients you will encounter.

2. What factors of a client's work history may be indicative of “Work-Related Dysfunctions” (Lowman, 1993) and how would an Adlerian counselor use the Lifestyle Assessment to identify and present to the client where and what faulty logic may be in play?

3. Expand on Zunker's statement below and offer at least three research supported examples (citing the source) of strong inquiry/questioning strategies.

   "…the purpose of the interview is to learn as much as we can about an individual and use this information to unravel the tightly bound connection between career and personal concerns." (2012, p. 131)

4. What insights did you get as you read Leong’s (2001) article and what questions did you have that remain unanswered relative to the applicability of his information for an Adlerian counselor working with clients on the Work Task?

7.3 Unit 3 – Ethical Counseling, Career Information Resources (NCA Standards: 4.b, 4.e, 4.g, 4.i)


http://www.ncda.org/pdf/EthicalStandards.pdf
http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3397

1. Reflecting on your reading assignment, pose 2 hypothetical ethical dilemmas (other than those referenced in the text) a career counselor may face using career assisted career guidance systems (CACGS). What would be examples of ethical violations in these situations; what Standard would
have been in violation, and how would an ethical counselor handle each situation?

2. Describe the content and function of an ideal Career Center that would support both career counseling professionals and LPC/LPCC students and practitioners who are striving to meet the needs of an increasingly diverse community, as well as stay competitive themselves in a technological marketplace. Outline what that Center would include.

3. Research one of the following computer assisted career guidance systems (CACGS) and share its contents and the value it would provide a career counselor/coach: a) SIGI/SIGI PLUS or MCIS; b) CareerBuilder; c) O*Net online; d) a CACGS of your choice

(If you research MCIS, the site is [http://mncis.intocareers.org](http://mncis.intocareers.org). The username is: adlergrad. The password is adlergrad.

4. Begin to build a resource base for your work with clients by specifically identifying (by name, website address, etc.) four (4) federal, state, county, or community online resources available in your locale that can assist your career clients and give a different example how each resource can meet two different (hypothetical) clients possible career development needs.

7.4 Unit 4 – Career Counseling with Diverse/Special Populations (NCA Standards: 4.b, 4.h)

Readings: Zunker, G. (2012) Chapter 9, 10, 11, 12
Hershenson (2005) INCOME: A culturally inclusive and disability-sensitive framework for organizing career development concepts and interventions (optional)

Discussion Topics:

1. To acquire information that was lacking in the text, research the special considerations surrounding entrepreneurship and how would you support the importance to you as a counselor/coach in having this information as you work with diverse groups and/or the aging?
2. Being cognizant of Zunker’s family systems issues, define the scope of culturally responsive and contextually competent career counseling services based on the theory of at least one of the theorists studied earlier.

3. Cite at least four specific (stated or implied) examples from the reading on how the increasing aging and diversity of the workplace challenges and enriches workers? What might be “presenting issues” for which diverse or aging clients seek career counseling/coaching?

4. Describe the role of rehabilitation programs in addressing the special concerns faced by career clients who battle chemical dependency, poverty, and/or who have been formerly incarcerated on felony convictions. What interventions have been shown by research to be most effective in improving the vocational opportunities of this group?

7.5 Unit 5 – A Holistic Approach; Career Transitions and Concerns (NCA Standards: 4.c, 4.d, 4.e)


Watch the following four brief YouTube video segments that give an overview of career development and progression areas where problematic issues may occur and clients seek career counseling:

http://www.youtube.com/watch?v=iHLohhpySGg
http://www.youtube.com/watch?v=iHLohhpySGg
http://www.youtube.com/watch?v=PrxBUchzDj0&NR=1
http://www.youtube.com/watch?v=DYn0JLKQ2w8&NR=1

Discussion Topics

1. From your reading assignment, and the video lectures by Pamela Ravare-Jones, how would you expand on the global, family, and personal considerations that may be brought to a counseling session by foreign workers seeking balance and growth in their careers?

2. Zunker stresses the importance of “knowledge” as a key factor in the success of 21st century workers. Propose strategies that address
specific needs that must be balanced in dual career families for lifelong learning to be embraced and that would assist couples to become “knowledge workers.”

3. Research the unique needs of the “Baby Boomer” generation relative to career counseling? How would these needs be different from those of the “Generation Xers and Generation Yers” What makes this information appropriate to include when studying career development concerns?

4. Outline and discuss the psychological and social effects of pervasive and on-going unemployment relative to the worker, their family and implications for the community.

8. **Assessment/Evaluation Procedures**
(Detailed descriptions of these assignments are available on Moodle)

8.1 Total Points for 562 Career Development = 100.

Point Distribution for Grading:
100-90=A
89-80=B
79-70=C
69-60=D

Original posts are required and graded on a scale of 0-4 points. A minimum of two original posts are required weekly for five weeks. Responses posted after the deadline will not receive full points. Conscientious attention to the criteria below is expected:

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<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
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<tbody>
<tr>
<td>4.0</td>
<td>Excellent</td>
<td>Comments a) are accurate and relevant; b) demonstrate original thinking; c) show evidence of scholarly support; d) are concise, well written, no less than 350 words, with very few significant grammar and punctuation errors and no violation of “netiquette”. Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit and include one reference.</td>
</tr>
<tr>
<td>3.0</td>
<td>Above Average</td>
<td>Comments lack at least one of the above qualities, but are above average overall, with regard to their content, and make a good contribution to our understanding of the issue being discussed.</td>
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<tr>
<td>2.0</td>
<td>Average</td>
<td>Comments lack two or three of the required qualities. Comments which are based upon personal opinion and not supported by scholarly research or personal experience and/or comments violating important “netiquette” rules often fall within this category.</td>
</tr>
<tr>
<td>1.0</td>
<td>Minimal</td>
<td>Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.</td>
</tr>
<tr>
<td>0.0</td>
<td>Unacceptable</td>
<td>The comment lacks all four qualities or is in violation of AGS academic integrity policy, or is missing.</td>
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8.2 Response to Peer Forum Postings Points

Post a minimum of one response each to 2 of your peers’ original forum postings. You will do this twice per week/unit. Intriguing discussions may prompt many more responses than the two that are required; please don’t limit yourself. Peer responses can earn 1.0 point per each peer response (with the total of 4.0 points per week/unit). Peer responses are graded on the thoughtfulness and depth of the response, accuracy, relevance, evidence of scholarly support, (that means supported by a reference) and delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses posted after deadline will be not be graded.

8.3 Part 1. Development and Submitting of Professional Portfolio (SPT) 10 Points

You will receive 10 points for development and submission of your own comprehensive professional career portfolio.

8.4 Part 2. Develop and execute a career counseling/coaching interview: questionannaire, administration to client, and summary (SPT) 20 Points.

Details for completing the SPT will be more clearly defined on the Moodle site for Career Development AGS 562.

9. **Online Discussions Through Forums**

   Online classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed.
attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing online discussions:

9.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

9.2 NEVER post to the courseroom content:
   o That is known to be illegal,
   o That is potentially harassing, threatening, or embarrassing,
   o That might be offensive and might be received as disrespectful in any way.
   o That is vulgar or sexually explicit

9.3 The tone of the exchange is one of respect for individual differences. If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.

9.4 Students are encouraged to not overuse exclamation marks!!!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.

9.5 Online communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during online portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

9.6 During online discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion. Confidential client information is not appropriate in forum postings. Further, mental health related issues pertaining to you or your family members must be used with caution, if at all.

9.7 Be aware that some agency-specific information, such as descriptions of programs that have been developed or specialized treatment approaches, may potentially be a subject of copyright law. Although it is not always possible to know whether information is protected, the minimum expectation is to always identify and credit the source of information.

10. **Special Project Time (SPT) General Comments**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short, 3-4 page APA
formatted essay or (b) a research exercise and a short, 2 page integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, Professional Career Coaches, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

SPT specifics for Career Development Online are posted on Moodle. The SPT project will require students to integrate their learning into a project and summary which is due the final week. As such, no other final test will be required.

11. **Writing Guidelines including APA Format**

7.1 All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

7.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).

7.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.

7.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.

12. **Attendance and Participation Policy**
12.1 The date for active participation in the class is on the Moodle site. Please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information. Your first post to earn two points, will be the introduction of yourself.

12.2 You are expected to attend all the course learning activities. In the AGS asynchronous online courses, you attend the class by complying with posting and other submission deadlines.

12.3 In most of AGS’s online courses, you will have four deadlines per week during the five weeks of forum discussions. Your course instructor will post two discussion forum topics to which you will submit an original response to your choice of the two questions by Tuesday night, 11:55 PM CST, (deadline number one). By Wednesday (11:55 PM CST) you will respond to a minimum of two of your classmates’ original Tuesday posts, (deadline number two). Your instructor will again post two questions to which you will submit an original response by Thursday night, 11:55 PM CST, (deadline number three). You will respond to two of your classmates’ Thursday posts by Saturday 11:55 PM CST, (deadline number four). You will be able to post responses to peer postings only after you have posted your original on Tuesdays and Thursdays. Be aware that each AGS instructor may have slightly different timelines for when the four deadlines are to be met.

12.4 Your original response to the forum topics will be no less than 350 words and no more than 700 words. Through discussions supported by in-text citations and at least one other reference, your response will reflect critical thought related to the topic and specific assignments for that unit. You are not expected to adhere to strict APA guidelines for your forums and peer responses but rather to abide by the “scholarly intent” of the guidelines.

12.5 You are required to submit six postings per week/unit: two that are your own original responses to the topics and four responses to your peers. These peer responses have to be substantive. Examples: you will bring another aspect to the discussion; find additional scholarly support for your classmate’s position; compare or contrast your classmates’ stated positions; integrate your classmates’ observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate.

12.6 Do not post a response to another’s original post until you have posted your original response. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original posting, whether individually or in a summary format.
12.7 It is the AGS attendance policy that students must attend at least 80% of the class sessions in order to be eligible for a letter grade. Not complying with posting deadlines or not posting at all will be counted as a missed class.

13. **Participation Disclaimer**

Active participation in class discussions is encouraged beyond the required original and peer response posts. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

14. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

15. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color,
national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

16. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

17. **Instructor Contact Information**

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612 227 4511

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