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  
   simonsoncm@gmail.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.


4. **Competencies and Learning Outcomes**

Students in this course deepen skills and understanding, as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), of the following:

4.a career development theories and decision making models  
4.b career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems  
4.c career developmental program planning, organization, implementation, administration and evaluation  
4.d interrelationships among and between work, family and other life roles and factors including the role of diversity and gender in career development  
4.e career and educational planning, placement, follow-up and evaluation  
4.f assessment instruments, and techniques that are relevant to career planning and decision making  
4.g technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world wide web sites  
4.h career counseling processes, techniques, and resources, including those applicable to specific populations  
4.i ethical and legal considerations

5. **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 approximately 135 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 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.

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 (in response to the questions and/or tasks by your instructor), and – in some cases - engage in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching style and specific expectations presented in each online class.

5.4 Although you will likely find that you have a lot of experience in the discussed 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 and format requirements in referencing sources.
6 Course Outline

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Topic</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Theories and Models of Career Development</td>
<td>4.a, 4.c</td>
<td></td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Career Interviewing and Assessments</td>
<td>4.c, 4.d, 4.e, 4.f</td>
<td></td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>Ethical Counseling/Coaching; Career Information Resources</td>
<td>4.i, 4.b, 4.b, 4.g</td>
<td></td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>Career Counseling with Diverse/Special Populations</td>
<td>4.d, 4.h, 4.h</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>A Holistic Approach;; Career Transitions and Concerns</td>
<td>4.d, 4.b, 4.e, 4.i</td>
<td></td>
</tr>
<tr>
<td>Special Project Time (SPT)</td>
<td>Counselor Career Portfolio; Case Studies of client's career, affective, cognitive/behavioral, and cultural domains</td>
<td>4.f, 4.h</td>
<td>SPT</td>
</tr>
</tbody>
</table>

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

7.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course Outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular postings</td>
<td>Dates on Moodle page</td>
<td>Total of 54 in 9 units</td>
<td>Per course outline above</td>
</tr>
</tbody>
</table>

7.2 Grading: [Based on total points for the class]

- A 90-100 points
- B 80-89 points
- C 70-79 points
- R Retake- Needs more time or instruction to master the requirements of the class
- NC Quality of work or participation falls below minimum expectations, including:
- Not attending class.
- Not properly notifying registrar of a withdrawal
- Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
- Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

7.3 Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will have two points deducted for every late post. You can earn a maximum of 36 points in this required activity.

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Comments a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support; d) are well written, with no 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.</td>
</tr>
<tr>
<td>3</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>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>Comments lack two or three of the required qualities. Comments which are based upon personal opinion but 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</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</td>
<td>Unacceptable</td>
<td>The comment lacks all four qualities or in violation of AGS academic integrity policy</td>
</tr>
</tbody>
</table>

7.4 Peer Responses

Peer responses can earn 1.0 point per each peer response (with the total of 2 points per unit, and a maximum of 18 points per course). Peer responses are graded on accuracy, relevance, presence of scholarly support, and delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses posted after deadline will be not be graded. Occasionally your instructor will pose a question or situation to which you are asked to respond. That response will be considered a "peer response" and you will be given one point for it.

In your responses to peers, you will: a) bring another aspect to the discussion, add a new insight to already offered ideas; b) find additional scholarly support for your classmate’s position and demonstrate that you have done some good additional reading on the issue; c) reply to a group of
your classmates by comparing or contrasting their stated positions, or probing, offering a counter-
thought; and/or d) integrate your classmates’ observations into your original position (whether
supportive or not). Simply agreeing with the writer or indicating that you like the post is not a
viable response.

In meeting at least one of the above (a-d) requirements, a good peer response will bring the
discussion to an advanced level and will parallel what you might observe in a live scholarly
debate. While offering a good challenge in your peer responses, please don’t forget that
validation and respect are two integral rules in any scholarly conversation.

7.5 SPT Description, timeline (deadline), and assessment

This information is spelled out in detail on the Moodle page.

8. **Online Discussions or Activities**

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:

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

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

8.3 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.

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

8.5 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.

8.6 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.
8.7 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.

8.8 If the expectations in professional communication or other expectations specific to unique nature of online scholarly activities are not met, the concerning issue will be addressed with involvement of Program Director (or Academic VP, if needed or determined by the PD as requiring higher level of intervention). A student or a faculty member may raise the issue.

8.9 Any off-list communication between student and faculty will be conducted through Moodle, or redirected to Moodle of a student starts it via conventional private e-mailing.

9. **Special Project Time (SPT)**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring at least 30 hours to complete.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. This is done in consultation with the course instructor.

SPT specifics for this course are posted on Moodle.

10. **Writing Guidelines including APA Format**

10.1 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).

10.2 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).

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

10.4 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.

11. **Attendance and Participation Policy**
Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/ posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines. It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have additional attendance requirements based on the structure of the course. Those specifics are listed here:

11.1 At the beginning of each course, please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information.

11.2 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.

11.3 In most of the courses, you will have two deadlines per week during the five weeks of coursework. For each week, and in conjunction with online instruction and other learning activities, your course instructor will announce two discussion questions or topics corresponding with two of the units in the course outline. The questions will appear in Moodle each Monday morning at least two weeks in advance for the five weeks of coursework. You will have until Tuesday night (11:55 PM CST) for the first question and Friday night (11:55 PM CST) for the second question to submit your original response.

11.4 Your original response will be at least 350 words, with at least one scholarly reference. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit.

11.5 Typically, you will then have until Wednesday night (11:55 PM CST) and Saturday night (11:55 PM CST) to respond to at least two of your classmates’ postings for each question (four responses per week). You will see occasional variations from that common practice, depending on specific needs in your classes. Your course instructor will provide you with more specific information.

11.6 You can post your peer responses at any time between Tuesday and Wednesday (for Tuesday’s forum) and between Friday and Saturday night (for Fridays forum), but not before you post your original response. Your course instructor will acknowledge your
participation and will grade the quality of it by responding to your original pasting, whether individually or in a summary format.

11.7 It is the AGS attendance policy that student have to attend at least 80% of the class sessions in order to be eligible for a letter grade. Online attendance is posting on time. Not complying with posting deadlines or not posting at all will be counted as a missed class.

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.

12. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is expected.

As with other AGS courses, in this course, individual students must determine for themselves the level of personal disclosure/intimacy that is appropriate for them.

Faculty members and students do not disclose confidential, personally identifiable information concerning their clients, students, research participants, organizational clients, or other recipients of their services.

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 on Moodle main page.

13. 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.

14. **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.

15. **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.

16. **Instructor Contact Information**

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Office Email: simonsoncm@gmail.com

1/04/14