



**COUN 5060 – Career Counseling  
Summer Semester  
Three Credit Hours**

**Contact Information**

**Instructor: Dr. Poppy Moon**

**Email Address: moon@ulm.edu**

**Office Hours: By appointment**

**Preferred mode of communication with instructor: email and Zoom**

**Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).**

**Course Content, Objective, CACREP Standards, and KPI**

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**Content Areas**

**This course is designed to enable the student to:**

- Summarize various career development theories and approaches,
  - Demonstrate the clinical application of acquired career counseling skills,
  - Evaluate ethical considerations related to career counseling,
  - Select developmentally appropriate career interventions based on client needs and ethical guidelines.
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## Objectives

### Program Objective related to CACREP Career Development 3.D.

Students will demonstrate *content* knowledge related to the Career Development concentration that will be measured at two points in time with a success rate of 70% or higher. In this course, our Key Performance Indicator Assignment (KPI #1) is the Mock Licensure Exam and it will measure the standards 3.D.1-3.D.12.

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## CACREP Standards

From the objectives above, students will learn the following

CACREP standards and will be evaluated for the KPI #1 for the Core Standards 3.D.

### Standards

#### Core

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theories and models of career development, counseling, and decision-making	3.D.1
approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	3.D.2
processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	3.D.3
approaches for assessing the conditions of the work environment on clients' life experiences	3.D.4
strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	3.D.5
career development program planning, organization, implementation, administration, and evaluation	3.D.6

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developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	3.D.7
strategies for advocating for employment support for individuals facing barriers in the workplace	3.D.8
strategies for facilitating client skill development for career, educational, and life-work planning and management	3.D.9
career and postsecondary training readiness and educational decision-making	3.D.10
strategies for improving access to educational and occupational opportunities for people from marginalized groups	3.D.11
ethical and legal issues relevant to career development and career counseling	3.D.12

## **Instructional Methods**

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, assigned readings, interactive discussion, role play, and a final exam.

## **Class Policies and Procedures**

### **Required Textbooks**

Niles, S. G., & Harris-Bowlsbey, J. (2017). *Career development interventions* (5<sup>th</sup> ed.). Pearson Education.

### **Technology for the Class**

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, the ULM Library, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

Students are encouraged to utilize the [ULM Library's Counseling Subject Guide](#). This site provides information on researching articles and databases, locating ebooks, and finding relevant websites.

Students are responsible for checking Canvas regularly for course information, syllabi, supplemental materials, additional handouts, required readings, and all class lessons.

## **Student Performance Evaluation: Criteria and Procedures**

### **Course Assignments**

**About Me** (0 pts) – Tell me about yourself!

**What do you think?** (2 x 50 pts=100 pts) – Students will respond to 2 prompts on using Flipgrid and respond to their peers. Prompts will come from library readings and other course information.

**Recorded Virtual Coffee Shop- Career Development Theory Case Studies** (200 pts): In this assignment, students will engage in a virtual "coffee and discussion" session in Zoom, simulating a relaxed and collaborative environment akin to a coffee shop meeting with their peers. Students will be placed in groups at the beginning of the semester. Each student will choose a specific career development theory or approach studied in the course. Students will be presented with several case studies. Students will discuss the case studies and how they might apply their chosen theory in a professional setting. Students will record and post the link to their discussion in Canvas.

**Career Counseling Role Play Session** (300 points): Students will conduct and record a career counseling session with a volunteer client. Within the session, students will: (a) discuss at least one career-related concern, (b) administer and interpret one career assessment, and (c) develop a goal and plan with the client. Students will video record the session, ensuring both counselor and client are able to be seen and heard during session, and a reflection form must be completed.

**Career Portfolio** (400 points): This assignment includes multiple components that will be completed at various times throughout the semester. The career portfolio will include a career genogram (100 pts), a career timeline (100 pts), a career application packet (100 pts), and a personality test (100 pts).

**Mock Licensure Exam** (100 pts. – KPI #1): Students complete a comprehensive final exam in Canvas. The exam will consist of multiple-choice and true/false formats, and will cover cumulative course content. The exam questions are designed to resemble those found on licensure exams related to Career Counseling and Assessment.

This exam will serve as the Key Performance Indicator #1 for the CACREP Core Counseling Standards 3.D.1-3.D.12. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

**Test Yourself** (0 pts.) – Test Yourself allows you to take a test over the chapters you have read. Taking the test is entirely optional and gives you 0 points. However, these are questions you might encounter on national counseling exams.

**Extra Credit Opportunity** (5 pts. on your assignment of choice – students can do two activities for a total of 10 pts.) - Enhance your professional development with extra credit opportunities by engaging with the American Counseling Association (ACA) or the American School Counselor Association (ASCA). Attend conferences, webinars, workshops, make a blog post, or read ACA or ASCA journal articles, and submit a brief reflection for credit. Expand your knowledge, network, and skills while earning extra credit.

### **Assignment Points & Percentages**

	Points	Percentages
Flipgrids	100	5%
Virtual Recorded Coffee Shop Discussion	200	20%
Career Counseling Role Play	200	30%
Career Portfolio	400	35%
Mock Licensure Exam	100	10%
	1,000-point Total	100%

### **Evaluation and Grade Assignment**

Grades for each assignment and the cumulative grade will be assigned as follows:

- A = 100-90%
- B = 89 – 80%
- C = 79 –70%
- D = 69 – 60%
- F = 59-0%

### **Commitment to Diversity and Accommodations**

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

**Late Policy:** No assignments will be accepted after the last day of class. Assignments may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

**Special circumstances.** If you encounter any unforeseen circumstances during the semester that may affect your performance (e.g., physical, or mental illness, family emergency), please let me know within 7 days so we can discuss possible accommodations or alternative arrangements. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

## Tentative Schedule

Assignments are due at 11:59 pm on the due date.

Date	Topics for the Week	Readings/Lectures/Multimedia	Assignments/Due Date	CACREP Standards
Week 1	Career Counseling Overview & History	Chapter 1 Youtube: The Future Needs A Past Youtube: Your Career	Career Portfolio Part 1: Career Genogram	3.D.2 3.D.4

Week 2	Career Counseling Theories	<p>Chapters 2-3</p> <p>Lecture: Fun with Theories &amp; Case Studies</p> <p><a href="#">Youtube: It's Fine to Change Careers</a></p>	<p>Flipgrid #1-Family Genogram</p> <p>Test Yourself: Chapters 1-3</p>	3.D.2, 3.D.4
Week 3	Assessment & Career Planning	<p>Chapter 4-6</p> <p><a href="#">Youtube: SMART Career Plan</a></p> <p><a href="#">CareerOnestop – SMART Goals</a></p>	<p>Career Counseling Role Play (due week 6)</p> <p><a href="#">16personalities</a></p> <p>Test Yourself: Chapters 5-6</p>	<p>3.D.3,3.D.5, 3.D.6 3.D.7, 3.D.9,3.D.10</p> <p>3.D.5</p>
Week 4	Career Counseling in the 21 <sup>st</sup> Century	<p>Chapter 7-8</p>	<p>Career Portfolio Part 2: Career Timeline (due week 5)</p> <p>Test Yourself: Chapters 7-8</p>	3.D.4, 3.D.5
Week 5	Interesting Things in Career Counseling	<p><a href="#">Youtube: Career Advice from People on Their Deathbed</a></p> <p><a href="#">So, Tell Me About Yourself</a></p> <p><a href="#">InterviewPro.ai</a></p>	<p>Flipgrid #2: 16personalities</p>	3.D.5
Week 6	Career Counseling in Schools	<p>Chapter 10-11</p>	<p>Career Portfolio Part 3: Career Application Packet (due week 7)</p>	3.D.3, 3.D.5, 3.D.7
Week 7	Career Counseling in Schools	<p>Chapters 12-13</p> <p><a href="#">What is Your Dream Job?</a></p> <p><a href="#">What They Don't Teach You About Career Fulfillment in Schools</a></p>	<p>Test Yourself: Chapters 9-13</p>	



Week 8	Community Counseling & Ethics in Career Counseling	Chapters 14-15  Lecture: Special Populations & Ethical Issues in Career Counseling	Virtual Coffee Shop Theory Recording	3.D.1 3.D.4 3.D.7,3.D.8, 3.D.11
Week 9	Licensure Testing		Mock Licensure Exam	3.D.1- 3.D.12

This syllabus is dynamic and may be modified during the term. Students should regularly check emails and Canvas for updates and announcements regarding course content and scheduling adjustments.

### **KPI Assessment: Mock Career Counseling Licensure Exam Rubric**

The KPI assessment in this class is the Mock Career Counseling Licensure Exam. It is rated in your Tevera account.

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5pts = Advanced: Skills and understanding evident at an exceptional level

4 pts = Proficient: Strong level of mastery of skills and understanding

3 pts = Basic: Understanding of concepts/skills evident

2 pts = Developing: In process of developing understanding of concepts and skills; growth needed

1 pt = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

### **Assignment Specific Requirements and Professional Identity 2024 CACREP Standards**

<b>Assignment Specific</b>	<b>CACREP Standard</b>	<b>Performance Level 1-5</b>
theories and models of career development, counseling, and decision-making	3.D.1	
approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	3.D.2	
processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	3.D.3	
approaches for assessing the conditions of the work environment on clients' life experiences	3.D.4	
strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	3.D.5	
career development program planning, organization, implementation, administration, and evaluation	3.D.6	
developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	3.D.7	
strategies for advocating for employment support for individuals facing barriers in the workplace	3.D.8	
strategies for facilitating client skill development for career, educational, and life-work planning and management	3.D.9	
career and postsecondary training readiness and educational decision-making	3.D.10	
strategies for improving access to educational and occupational opportunities for people from marginalized groups	3.D.11	
ethical and legal issues relevant to career development and career counseling	3.D.12	