

GCN6100A Career Development

SPRING/2021

TUESDAYS/7PM – 9PM EST Online

COURSE INSTRUCTOR: Colette Blakely, Ph.D., LCPC
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COURSE INSTRUCTOR: Steve Stuhlreyer, Ph.D. Intern
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APPOINTMENT INFORMATION: By appointment only
Method: Google Meet or Phone

REQUIRED TEXTS:

Zunker, V.G. (2016). *Career Counseling: A Holistic Approach (9th Ed)*. Pacific Grove, CA: Brooks/Cole Publishing.

SUGGESTED TEXTS:

Peterson, N. & Gonzalez, R.C. (2000). *Career Counseling Models for Diverse Populations*. Pacific Grove, CA: Brooks/Cole Publishing.

Zunker, V.G., & Osborn, D.S. (1998). *Using Assessment Results for Career Development*, 5th Ed. Pacific Grove, CA: Brooks/Cole Publishing.

American Psychological Association (APA). (2010). *Publication manual of the american psychological association* (6th Ed.). American Psychological Association: Wash DC.

Texts can be purchased

https://bookstore.mbsdirect.net/vbm/vb_home.php?FVCUSNO=2868&url=nyackcollege.htm

CATALOG COURSE DESCRIPTION:

This on-line course will introduce theories and principles of vocational choice, relationship between career choice and lifestyle, sources of occupational and educational information, computerized guidance services, financial aid and college admissions, approaches to career decision making processes and career development techniques.

An in-depth study of the theories, concepts, and issues regarding career counseling including an introduction to various career assessment inventories. Course content is included in the CPCE "Career and Lifestyle Development" content area. Offered fall and spring. (3 credits)

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STUDENT LEARNING GOALS:

This course is housed within the Alliance Graduate School of Counseling and the Department of Mental Health Counseling. This course is overseen by Dr. Antoinette Gines-Rivera, Director, Alliance Graduate School of Counseling, Nyack College, Manhattan Campus.

Student Learning Goals:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
1. Students will understand current labor market information relevant to opportunities for practice within the counseling profession	Professional Interview, Occupational Paper, Discussion Board, Quiz, & Text Reading		
2. Students will understand theories and models of career development, counseling, and decision-making	Professional Interview, Occupational Paper, Discussion Board, Quiz, & Text Reading		
3. Students will learn approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	Occupational Paper, Career Theory Presentations, Discussion Board, Quiz, & Text Reading		
4. Students will learn processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Online Assessment Tools, Occupational Paper, Discussion Board, Quiz, & Text Reading		
5. Students will learn approaches for assessing the conditions of the work environment on clients' life experiences	Personal Career Development Paper, Professional Interview, Online Assessment Tools, Discussion Board, Quiz, & Text Reading		

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6. Students will learn strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Occupational Paper, Assessment Tools, Professional Interview, Discussion Board, Quiz, & Text Reading		
7. Students will learn strategies for career development program planning, organization, implementation, administration, and evaluation	Career Theory Presentation, Discussion Board, Quiz, & Text Reading		
8. Students will learn strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Assigned Articles, Discussion Board, Quiz, & Text Reading		
9. Students will learn strategies for facilitating client skill development for career, educational, and life-work planning and management	Discussion Board, Quiz, & Text Reading		
10. Students will learn methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Occupational Paper, Personal Career Development Paper, Online Assessment Tools, Discussion Board, Quiz, & Text Reading		
11. Students will learn ethical and culturally relevant strategies for addressing career development	Career Theory Presentations, Discussion Board, Quiz, & Text Reading		

The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>). Attainment of goals is evaluated by the identified assignments.

*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.

ASSIGNMENT DESCRIPTIONS:

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1. Discussion Questions 13 (5 points each)

The purpose of this activity is to have each student be a part of the discussion for the specific weekly assignment/chapters. There will be ten discussion questions. The purpose of the discussion questions is for students to have an intelligent dialog with their fellow classmates; post your opinion on the topic and incorporate the chapters' content into your answers to show that you are learning the material. It is a post that displays significant importance, value, validity, solidity and independence of thought. It is a response that adds depth and breadth to a discussion. It includes proper grammar and spelling. It directly addresses the question and does not "go off on a tangent." It begins by addressing the class and ends with your name. The minimum required word count is 150-200 words and applies to all discussion question main responses that are graded as well as all replies graded for participation. Quotes and references to course materials are strongly encouraged to allow other students to learn by your example. Students are also to respond to two other students' posts for the full points. You will then be required to respond to two other classmates' responses as well. Now, when I say respond to two other classmates, I am looking for more than "That's true" or "I agree" type of responses. I want you to explain your answers. Provide us with details or evidence of why you choose to respond the way you did. If you disagree, tell us why and how you developed this answer; feel free to incorporate information from the book, lecture and/or life experience to prove your point. *The video response should be two to three minutes long. Response(s) to your peers' video post(s) should be written.* Discussion questions posts are due every other week on **Tuesday** before **5:59 pm (EST)** with the responses to two posts due on **Sunday** by **9:00 pm (EST)**.

2. Weekly Online Quizzes 8 (20 points each)

Weekly online quizzes will come from the required Reading, PowerPoint, Discussions, etc. for each class session along with the corresponding key terms covered in that reading (see the glossary in the required text). There will be 10 quizzes in total (as per the course calendar), **The quiz will be available one week in advance on Tuesday by 9 p.m., and closed on the following Tuesday by 5:59 p.m. (EST). The quiz is open book and notes. Once you begin the quiz, you will have 40 minutes (20 test items) or 25 minutes (10 test items) to complete it.** If a student misses the window to take a quiz, there will be NO time extensions or make-ups.

Note: There will be a pre-requisite question on each quiz that asks students to provide the number of required reading pages that were read. The professor will convert that number to a % based on the total number of pages of required reading. For example, if a student read 30 of 50 pages, then the % is 60% (30/50). Whatever raw score the student receives on the quiz will be capped based upon the % of pages read. For example, if a student's raw score was 90, yet only 60% of the required pages were read, then that student's final quiz score will be a 54 (90 x 60%).

3. Professional Interview (50 points)

Choose a profession or career and find a professional employed in this field. Choose a working adult (not retired) in a career or profession that interests you. Choose someone whom you can interview in person at their employment site. No email or internet interviews. Do not interview family members, other students, your friends, or a NYACK faculty member. Use the attached interview questions as a guide. You may find that there are additional questions that you ask based on your personal interest. It is a good idea to begin researching your career option prior to the site visit so that you can be prepared and ask pertinent questions. There is not set number of questions, make

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sure to ask enough questions to have the information needed for the Occupational Exploration paper.

Submit the responses to the questions via Dropbox.

4. Occupational Exploration Paper (50 points)

Compare and contrast the findings of the researched career. Synthesize the findings from the interview, the Occupational Outlook Handbook, and the O*Net program. Write a 5-page paper, APA format, with references.

The Occupational Outlook Handbook is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. Revised every two years, the OOH is best used as a reference; it is not meant to be read in its entirety. You can either browse the occupation clusters, or look in the alphabetical index for specific occupations that interest you or search for a specific occupation using the box at the top of every page. For any occupation that sounds interesting, use the Handbook to learn about the type of work; education and training requirements and advancement possibilities; earnings; job outlook; and related occupations. Each occupational statement, or description, in the Handbook follows the standard format below, making it easier for you to compare occupations. Please use the link to access the OOH online.

*The O*NET program* is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O*NET Online, an interactive application for exploring and searching occupations. The database also provides the basis for our Career Exploration Tools, a set of valuable assessment instruments for workers and students looking to find or change careers. The Occupational Information Network (O*NET) is being developed under the sponsorship of the US Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Employment Security Commission. Please access the resource online via the link provided.

Professional Interview based on the interview results (see assignment in Week 3).

5. Career Theory Presentation (100 points)

Individuals or groups (TBD) will research and become experts in articulations one of the career development theories. You or your group will then present the theory during one of the synchronous class sessions. The presentation is approximately 40 – 50 minutes. The presentation should be thorough enough to cover the material but relevant, interesting, interactive and well prepared to keep students engaged. Each presentation will have three (3) components: **a presentation** (summary packet), **an interactive activity** (involves the entire class participating) and **a question and answer time**. Students will be graded based on participation. Please be sure to allow adequate time for each of the components.

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Presentations should cover:

- History & Biography (names and dates of theorists)
- Philosophical Assumptions
- Population of Focus (those served best by this model)
- Summary and Goals of the Theory
- Stages/Models
- Assessments
- Role of the Career Counselor
- Techniques/Demonstrations/Examples
- Biblical Principles
- Critique the strengths/weaknesses of the Theory
- Counselor Implications (how would you use the theory in Career Counseling)
- References

Interactive Activity:

You give an opportunity for the entire class to participate in using the theory. It also helps students internalize the theory through experiencing the practical applications of it first-hand (e.g. case students, small group activities, role playing, etc.)

Question and Answer Time:

You provide an opportunity for students to clarify any unanswered questions they have regarding the theory.

Presentations due dates: (see Course Calendar; theories are assigned during first session)

- #1 Trait-Oriented Theories
- #2 Social Learning Theories
- #3 Cognitive Learning Theories
- #4 Developmental Theories
- #5 Constructive Theories
- #6 Narrative Theories

6. Personal Career Development Paper (50 points)

Students will take a vocational personality test and occupational interest inventory online. Do not pay any fees associated with online inventories.

You will write a four to five-page summary of your own career development based on the results of the Personality test and the Occupational Interest results. In addition to revealing your General Occupational Themes and Psychological Types, your summary will address your strengths and weaknesses in that could potentially manifest in the workplace. The paper should also include:

- Factors that have shaped your personal career development
- What you believe to be God's calling on your life
- Your theoretical preferences (which of the theories were most helpful)
- What activities (used during presentations) would you use in a counseling setting
- What plans you have for your own continued career development

7. Final Exam (100 points)

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Comprehensive, Multiple Choice Exam (all chapters, Zunker text)

GRADING COMPOSITION AND SCALE:

Grades for this class are calculated for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

- Online Discussion Question (13 x 5 points) 8%
- Online Quizzes (8 x 20 points)..... 33%
- Professional Interview 8%
- Occupational Exploration Paper 8%
- Personal Career Development Paper..... 8%
- Career Theory Presentation 17.5%
- Final Exam 17.5%

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A	A-	B+	B	B-	C+	C	C-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	0-69%

Care should be taken to perform at one’s best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

CARNEGIE UNIT ACCOUNTABILITY

In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, “seat time” (instructional schedule set by the Registrar’s Office), and outside work assigned. Standardized expectations are 15 hours of class and 30 hours of homework per credit (**45 hours of class time and 90 hours of homework for a 3-credit course**). Accreditors and the US Department of Education have set these standards so as to assure that students receive a fair education.

In addition to class time, the estimated homework hours for this course, by category, are as follows:

Type of Work	Hours
Required Reading	25
Quizzes (Studying and Taking)	25
Occupational Paper and Presentation	15
Writing Assignments (DBs, papers, interview questions/write-up)	40
Other Assignments (Inventories/Webinars, Review of Weekly Ppt., videos)	30
Total Homework Hours	135

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COURSE OUTLINE AND CALENDAR

*All Activities, Assignments, and/or Exams are due on date listed
(lessons are opened a week before due date)*

All dates and times are listed in Eastern Standard Time (EST)

Week 1	Overview
*Synchronous Meeting 1/26/21	<ul style="list-style-type: none"> • Introduction & History of Career Development
	Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Read and review syllabus • Zunker Chapter 1 • DQ1 • Online Quiz 1 • Career Websites
Week 2	Overview
2/2/21	<ul style="list-style-type: none"> • Ethical Issues in Career Counseling
	Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Zunker Chapter 8 • DQ2 • Online Quiz 2
Week 3	Overview
2/9/21	<ul style="list-style-type: none"> • Theories of Career Development
	Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Zunker Chapter 2 • DQ3 • Online Quiz 3 • Professional Interview
Week 4	Overview
2/16/21	<ul style="list-style-type: none"> • Career Counseling Models
	Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Zunker Chapter 3 • DQ4 • Online Quiz 4 • Articles (2) • Appendix B
Week 5	Overview
2/23/21	<ul style="list-style-type: none"> • Career Counseling for Multicultural Groups
	Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Zunker Chapter 9 • DQ5 • Online Quiz 5 • Article

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Week 6	Overview
3/2/21	<ul style="list-style-type: none"> • The Impact of New Technology on Work, Career, Development, and Learning Platforms
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> • Zunker Chapter 7 • DQ6 • Online Quiz 6 • VOCOPHER/ETC.
Week 7	Overview
3/9/21	<ul style="list-style-type: none"> • Standardized Tests and Self-Assessment Procedures in Career Counseling
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> • Zunker Chapter 6 • DQ7 • Online Quiz 7 • Occupational Paper Due
Week 8	Overview
3/16/21	<ul style="list-style-type: none"> • Personal Counseling and Career Counseling Intake
	Activities, Assignments and/or Exams
	<ul style="list-style-type: none"> • Zunker Chapters 4 & 5 • DQ8 • Online Quiz 8 • Submit Group PowerPoint/Notes (<i>Trait-Orientation Theories</i>)
Week 9	Overview
*Synchronous Meeting 3/23/21	<ul style="list-style-type: none"> • Gender Issues & Dual Career and LGBT Clients
	Activities, Assignments
	<ul style="list-style-type: none"> • Zunker Chapters 10 and 11 • DQ9 • Submit Group PowerPoint/Notes (<i>Social Learning Theories</i>) • Group Presentation – Trait-Orientation Theories
Week 10	Overview
* Synchronous Meeting 3/30/21	<ul style="list-style-type: none"> • Career Development in Elementary School
	Activities, Assignments
	<ul style="list-style-type: none"> • Zunker Chapter 15 • DQ10 • Submit Group PowerPoint/Notes (<i>Cognitive Learning Theories</i>) • Group Presentation – Social Learning Theories
Week 11	Overview
* Synchronous Meeting 4/6/21	<ul style="list-style-type: none"> • Career Development in Middle School
	Activities, Assignments
	<ul style="list-style-type: none"> • Zunker Chapter 16

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	<ul style="list-style-type: none"> • DQ11 • Submit Group PowerPoint/Notes (<i>Development Theories</i>) • Group Presentation – Cognitive Learning Theories
Week 12	Overview
* Synchronous Meeting 4/13/21	<ul style="list-style-type: none"> • Career Development in High School
	Activities, Assignments <ul style="list-style-type: none"> • Zunker Chapter 17 • DQ12 • Submit Group PowerPoint/Notes (<i>Constructive and Narrative Theories</i>) • Group Presentation – Development Theories
Week 13	Overview
* Synchronous Meeting 4/20/21	<ul style="list-style-type: none"> • Individuals with Disabilities, Job Loss, and Working Adults Transitions
	Activities, Assignments <ul style="list-style-type: none"> • Zunker Chapters 12, 13, and 14 • DQ13 • Group Presentation – Constructive and Narrative Theories
Week 14	Overview
4/27/21	<ul style="list-style-type: none"> • Wrap up
	Activities, Assignments and/or Exams <ul style="list-style-type: none"> • Personal Career Development Paper Due • Final Comprehensive Exam Due

COURSE POLICIES

- **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
- **Student Identity Verification and Privacy:** Student identity in the online course companion is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.
- **Attendance/Absence:** Attendance is marked in the Faculty Portal each class period. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. Because this course is accelerated, there will only be ONE ABSENCE allowed for this course. A student must contact the professor via email or voice mail before the end of a missed class. All assignments are due on the date designated. If the professor is absent, work

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equivalent to the “seat time” missed will be posted in the E360 course companion in order to mark attendance and to fulfill federal/state regulations.

- **Late Assignments/Extensions:** Employers will not accept late work. Therefore, in preparation for your future successful career, every effort must be made to submit work on time. A deduction of a letter grade (e.g., A to A-, B+ to B) will be made in the gradebook for each business day the assignment is late, regardless of work quality. Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar’s Office no later than the last day of the class (before final exams week begins—see *Extensions for Late Work policy in the college catalog*).
- **Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.
- **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people’s words or ideas as though they were your own) will be subject to the penalties as described in the *plagiarism policy in the college catalog and student handbook*.
- **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.
- **Style Guide for written work:** All written work should follow APA style guidelines.
- **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all students with writing for any classes. Peer Writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet, or a draft of the paper, and specific questions/concerns to any of the Center’s locations. Students are also able to have access to online consultations through Google Docs via their nyack.edu email account. The Center’s services are free. Students can drop in and work with a consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>
- **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly. "When students send an email to the professor, they should expect a response within 3 business days. For more urgent matters, please call the professor at the number specified on the first page of this syllabus. Online tests are automatically graded by the system, and the grades will be available in Gradebook either immediately or after every student has taken the test. Papers will be graded in Dropbox using a rubric, and grades should be available within 2 weeks of that assignment's due date".
- **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. See the *full Grievance Procedure Policy posted in the college catalog*.

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- **Discrimination (Title IX):** Sex and gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at www.nyack.edu/safetyandsecurity. Confidential assistance is available at the Student Counseling Center. Faculty are NOT confidential under Title IX and will need to share reported information with the Title IX Coordinator. For these and other policies governing campus life, please see the Student Handbook.
- **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
- **Withdrawal Date:** Withdrawal from a course is allowed until the class reaches the 75% mark of the course length. Withdrawal requires signatures on the Registrar's Course Withdrawal form and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.
- **Online Classrooms:** The technology used to facilitate online classrooms is Google Meet (aka Google Hangout or Hangouts Meet), and this technology can be launched from your Google Calendar when in my.Nyack.edu. (Click on the Google App 9 square icon when in your my.Nyack.edu account and select Calendar). Additionally, it can be launched by typing in the following URL where xxx-xxxx-xxx is a 10 character string provided in each e360 course shell: meet.google.com/xxx-xxxx-xxx. Furthermore, Google Meet has a mobile app called Hangouts Meet in the App Store that can be downloaded onto a smart device. Lastly, students and/or professors occasionally encounter problems connecting to the online classroom via Google Meet. As a back-up plan, each professor has a conference call-in number (identified on page 1 of this syllabus) to quickly move the online classroom to an audio-only conference call as needed.