



## Syllabus

### **SCHOOL OF HEALTH AND SOCIAL SCIENCES** **COUN 516: Career Counseling in Clinical Settings**

3 Credits  
Effective: Fall 2020/2021

*Access to the Internet is required.*  
*All written assignments must be in Microsoft-Word-compatible formats.*  
*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

This graduate-level course introduces students to career development theory and application in career counseling. Students will have the opportunity to learn the history of career counseling and become familiar with the developmental theories that are a hallmark of the field's evolution and practice. Students will be introduced to how theory is practiced in a variety of settings and with diverse populations. Students will also learn about the relationship between work and mental health, career development across the lifespan, workforce trends, and ethical issues. Methods of instruction primarily feature in-class face-to-face learning, complemented by asynchronous online activities.

## **COURSE RESOURCES**

Bolles, R. (2020). *What color is your parachute?* Ten Speed Press (Random Hours, a division of Penguin House).

Gysbers, M., Heppner, J. & Johnson, (2014). *Career counseling* (4<sup>th</sup> Ed.). American Counseling Association.

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed). American Psychological Association.

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

## **COURSE OUTCOMES (COs)**

This course will prepare students to:

- a) Identify and appraise interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.
- b) Assess the role of values, interests, cultural background, and family-of-origin on career decision-making using career assessment tools.
- c) Research labor market information resources to assist with career decision-making, and present this information as part of the counseling process.
- d) Apply career development theory to practice cases, and articulate this theoretically-based understanding of client career issues as part of the counseling process.



## **PROGRAM LEARNING OUTCOMES (PLOs)**

### **1. Professional Counseling Orientation and Ethical Practice**

Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

### **2. Social and Cultural Diversity**

Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

### **3. Human Growth and Development**

Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

### **4. Career Development**

Demonstrates knowledge and working application of career development in counseling practice.

### **5. Counseling and Helping Relationships**

Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

### **6. Group Counseling and Group Work**

Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

### **7. Assessment and Testing**

Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/ neglect of vulnerable populations.

### **8. Research and Program Evaluation**

Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

### **9. Social Justice**

Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

### **Specialty Areas:**

#### **10. Addiction Counseling**

Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

#### **11. Clinical Mental Health Counseling**

Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

#### **12. Marriage, Couple, and Family Counseling**

Applies family systems theory to client(s) presenting problems and diagnoses.

#### **13. Professional School Counseling**

Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

(Note: KPI-F: Formative/First Assessment, KPI-S: Summative/Second Assessment; where applicable)

## CACREP STANDARDS

### CACREP Entry Standards: Section 2. F.

- 4.a. Theories and models of career development, counseling, and decision making
- 4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- 4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- 4.d. Approaches for assessing the conditions of the work environment on clients' life experiences
- 4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- 4.f. Strategies for career development program planning, organization, implementation, administration, and evaluation
- 4.g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- 4.h. Strategies for facilitating client skill development for career, educational, and lifework planning and management
- 4.i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- 4.j. Ethical and culturally relevant strategies for addressing career development
- 7.i. Use of assessments relevant to academic/educational, career, personal, and social development

### CMHC Specialty

- None

### MCFC Specialty

- 2.j. Impact of unemployment, under-employment, and changes in socioeconomic standing on marriages, couples, and families
- 2.k. Interactions of career, life, and gender roles on marriages, couples, and families

### AC Specialty

- None

### PSC Specialty

- 1.c. Models of P-12 comprehensive career development
- 2.c. School counselor roles in relation to college and career readiness
- 3.e. Use of developmentally appropriate career counseling interventions and assessments
- 3.h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- 3.j. Interventions to promote college and career readiness

## Course Objectives Matrix:

Course Activity/Assignment	COs	PLOs	CACREP Core	CACREP CMHC	CACREP MCFC	CACREP AC	CACREP PSC
1. Assign 1 – Interview	a,b,c	4 (KPI-F)	4.h	n/a	2.j	n/a	3.h
2. Assign 2 – Progress Notes	b	4	4.d, 7.i	n/a	2.k	n/a	3.e

3. Assign 3 – Informational	d	4	4.i	n/a	2.k	n/a	1.c
4. Required Readings Gysbers (2014), Bolles (2020)	a, b, c, d	4	4.a, 4.c, 4.d, 4.g, 4.i, 4.j	n/a	2.j	n/a	2.c
5. Class Activities –	a, b, c, d	4	4.b, 4.e, 4.i, 4.j	n/a	2.k	n/a	3.h

## Course Schedule

(Subject to change according to the pace of the class)

WEEKS/DATE	Topic/Activity	Readings before class	Class Activity	Assignments
Week 1	Review Syllabus, Introduction to Career Counseling,	Gysbers (2014) Chapters 1, 2 & 11	Career Genogram Activity	Discussion Board #1  Role Play/Triadic Exercise #1
Week 2	Discussion of Career counseling with the varying Roles of Counselors, Why does the client story matter in career counseling?	Gysbers (2014) Chapters 8,9, 10 & 12	Card Sort	Role Play/Triadic Exercise #2  Progress Note #1 Due
Week 3	Discussion of equity, identity and diversity in career counseling	Gysbers (2014) Chapters 4,5 & 13	Social Justice in Career Counseling	Discussion Board #2  Role Play/Triadic Exercise #3  Progress Note #2 Due
Week 4	What Color is Your Parachute Presentation and Discussion	Bolles (2020) Chapters 1,7 & *	Self-Inventory	Progress Note #3 Due
Week 5	Career Interviews Discussion  Now what do I do? Discussion	Bolles (2020) Chapter 11 & Appendix B	Career Development Interview Presentations	Informational Handout Due  Career Development Interviews Due

Standards met with required course readings, in-class discussions, and class activities:

CO: a,b,c,d

PLO: 4

CACREP Core: 4.a,4.i, 4.g, 4.j

CMHC: N/A

MCFC: 2.c, 2.j

AC: N/A

PSC: 2.c, 3.h

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>Points</i>
Assign 1: Career Development Interviews	300
Assign 2: Progress Notes	100
Assign 3: Informational Handout	100
(Additional Assignments – TBD)	(500)
<b>TOTAL POINTS</b>	<b>1000</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### **Assign 1 – Career Development Interviews (300 points)**

CO: a,b,c

PLO: 4 (KPI-F)

CACREP Core: 4.h

CMHC: N/A

MCFC: 2.j

AC: N/A

PSC: 3.h

Students conduct two unrecorded career development interviews. One of these interviewees should be a currently practicing mental health counselor or marriage and family therapist (depending on the student's specialization track). Another one of these interviewees should be a person of different socio-cultural background than the student. Examples of potential interviewees include: faculty, friends, colleagues, parents, siblings, extended family, friends of parents, etc. Students are not allowed to interview more than one family member. Students should follow the assigned interview protocol, provided by the instructor.

Students will turn in a paper, summarizing their two interviews. This paper should be no longer than 5 pages in total length. Headings should include: 1) Summary of First Interview, 2) Summary of Second Interview, 3) Comparison between the Two Interviews, 4) What I Learned About Interrelationships Among and Between Work, Family, and Other Life Roles and Factors, including the Role of Multicultural Issues in Career Development. Students will summarize the findings of their interviews during an oral presentation to the class.

This assignment is graded on oral presentation, analysis and use of course concepts, evidence and support, organization and coherence, and style and mechanics. The assignment is expected to adhere to APA Style.

<i>Components</i>	<i>% of Grade</i>
Analysis and Use of Course Concepts	20%
Evidence and Support	20%
Organization and Coherence	20%
Style and Mechanics	20%
Oral Presentation	20%
<b>TOTAL</b>	<b>100%</b>

## **Assign 2 – Progress Notes (100 points)**

CO: b

PLO: 4

CACREP Core: 7.i

CMHC: N/A

MCFC: 2.k

AC: N/A

PSC: 3.e

Students meet weekly with a partner to practice mock career counseling skills, assessments, techniques, and processes. Students are expected to write a one-page summary that summarizes each exercise. This summary will help students to maintain documentation about the details of the counseling process, and chart their partner's progress.

Students are to use the Description-Assessment-Plan (DAP) format for their progress notes. Each note will include findings from each assessment tool or technique in the "Assessment" section of the DAP note:

**Description:** First, indicate the location of the session, the date, and the time. Second, describe the client. Include age, race, ethnicity, occupation, a general description of their appearance, and any significant other elements (such as a disability, unusual characteristics, etc.) Third, describe the presenting problem. This is the client's reason for seeking counseling. Fourth, provide a clinical summary of what occurred in the session: what topics were addressed, what progress was being made, any worsening or decline. Make this summary as general as possible and avoid including intimate details. You are primarily writing for third parties, and therefore you must carefully consider the confidentiality of the client when writing these notes. Remember, progress notes are distinct from psychotherapy notes.

**Assessment:** This is your assessment of the presenting problem. You may simply be repeating what the client stated (such as with a client who tells you verbatim he is depressed). Or, you may be taking the content of what the client has stated and distilling it into a hypothesis. An example of this is indicating, "Client may be struggling with career indecision" for someone reporting feeling stressed out, having troubling sleeping, and who seems very ambivalent about their career choices. Be careful with your wording. Because assessment is usually not an exact science, use wording such as "it appears," "the client may," "the client likely," "possibly," "probably," etc. If you cannot comfortably make an assessment based on lack of information, indicate this. Use results/findings from career counseling assessments to support your contentions.

**Plan:** This is your plan for future sessions. This can be a very simple statement reflecting future plans and should not replace the formal Treatment Plan. For example, you could write "Need to further assess alcohol use" for someone appearing to have alcohol use issues. If the client is working towards a goal, summarize your plan for helping them achieve the next step. For example, you could write "Client will try out assertiveness skills learned from today's roleplaying exercises in his work situation this coming

week.” The plan should almost always be based on current session findings written about in the “description” and “assessment” sections, along with themes identified across multiple sessions.

When writing progress notes, be aware of your own personal biases and blind spots. To the degree possible, attempt to write objectively rather than subjectively. Consider how another counselor might interpret the client's responses, and include other possible interpretations in your note. Use person-first language (e.g., "person with schizophrenia" rather than "schizophrenic person.")

Each and every progress note is graded on student demonstration of clinical documentation.

<i>Components</i>	<i>% of Grade</i>
Clinical Documentation	100%
<b>TOTAL</b>	<b>100%</b>

### **Assign 3 – Informational Handout (100 points)**

CO: d

PLO: 4

CACREP Core: 4.i

CMHC: N/A

MCFC: 2.k

AC: N/A

PSC: 1.c

Students create an informational handout to present to their “client” during the last meeting with their roleplaying partner. The "counselor" presents this handout to the “client” during the final career counseling exercise. One copy is submitted to the course instructor.

The informational handout is expected to contain:

- 1) Assessment of the client’s social and cultural influences in career decision making, their strengths and transferable skills, and their interests, values, based on assessments used during triadic exercises;
- 2) Summary and recommendations from a selected career development theoretical perspective, referencing the course text (Gysbers et al.); and
- 3) A one-page summary of information resources for the client, based on the client’s presenting issues, results from career assessments, and the client’s stated career plan.

The assignment is expected to adhere to APA Style and be no more than 5 pages in total length, excluding title page and references. The assignment is graded on analysis of course concepts, application of theory, organization and coherence, and style and mechanics.

<i>Components</i>	<i>% of Grade</i>
Analysis and Use of Course Concepts	25%
Organization and Coherence	25%
Style and Mechanics	25%
Application of Theory	25%
<b>TOTAL</b>	<b>100%</b>

### **(Additional Assignments/Discussion Threads) (Instructor specific) (500pts)**

# **COURSE POLICIES**

## **Late Assignments**

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

### **OVERVIEW:**

- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made

## **Participation**

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association's most recent Code of Ethics. This will be made available on request.

With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, please step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e., social communication), students will be asked to leave class.

## **Professional Writing**

Assignments require error-free writing that uses Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

**Smarthinking Tutoring** CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.