



CED 6065: Career Development and Employment Strategies

COURSE INFORMATION

Section:

Semester/Year:

Division: Theoretical and Behavioral
Foundations

Class location:

Class day/time:

Credit hours: 3

Class type:

FACULTY CONTACT INFORMATION

Name:

Office Address:

Office Hours:

Telephone:

E-mail Address:

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Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

Accessibility: <https://wayne.edu/accessibility>

International Students: <https://oiss.wayne.edu>

Student Disability Services: <https://studentdisability.wayne.edu>

LGBTQ+ Resources: <https://pride.wayne.edu/student-resources>

Course Description

Overview of career counseling processes including assessing and conceptualizing career development and decision-making in clinical, school, and rehabilitation contexts, accessing and interpreting labor market data, supporting job placement, and ethical and cultural considerations.

Course Goal: This course builds on students' existing knowledge of assessments and theories in the specific context of career counseling. Students will be able to articulate major tenants of career counseling models, theories, and approaches, and will be able to articulate differences between career counseling theories. Students will also be able to identify assessments that are congruent with a given career theory and that are appropriate for diverse counseling clients. Particular emphasis is placed on employment needs for persons with disabilities.

Method(s) of Instruction: Instructor will utilize online discussions, experiential activities, and readings.

Course Materials

Required Textbooks:

Dugger, S. M. (2016). Foundations of career counseling: A case-based

approach (1st ed.). Boston, MA: Pearson.

Strauser, D. (2013). Career development, employment, and disability in rehabilitation: From theory to practice. New York: Springer Publishing Company.

Couse Pack: Ryan, D. (2011). Job search handbook for people with disabilities (3rd ed.). St. Paul: JIST Publishing.

Websites:

<https://www.careeronestop.org/>

<https://www.dol.gov/odep/topics/disability.htm>

<https://www.onetonline.org/>

Course Outcome Alignment with Assignments (& Standards)

Course Learning Outcomes	Date(s) Covered	Course Assignment(s)	2016 CACREP Standard
1. Students will identify the major career theories & models, and career counseling processes	Weeks 1-3, 8	Discussion Boards Final Exam	2.F.4.a
2. Students will locate and utilize information, resources, & statistics regarding employment market trends.	Weeks 7, 10	Discussion Boards Final Exam	2.F.4.b 2.F.1.h
3. Students will design and critique career development plans, and demonstrate knowledge of job search skills	Weeks 9, 11, 12	Career Development Conceptualization Employment Packet Discussion Boards	2.F.4.c 2.F.4.h
4. Students will demonstrate awareness of how culture impacts career development, and articulate how the reciprocally interrelated nature of work, family, and other life roles affect career development.	Week 4	Discussion Boards Experiential Learning Packet Final Exam	2.F.4.d 2.F.4.e 2.F.4.j CRC 2.k
5. Students will proficiently administer, score, and interpret career assessments.	Week 6	Career Development Conceptualization Paper Discussion Boards Experiential Learning Packet	2.F.4.f 2.F.4.i CRC 2.n CRC 3.b
6. Students will demonstrate skills in advocating for diverse clients' employment opportunities	Week 5 Week 11 Week 12	Discussion Boards Experiential Learning Packet Final Exam	2.F.4.g CRC 3.c CRC 3.e

Grading System

Graduate Grading Scale

A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%

F	<74%
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Assignment	Points
Skills Demonstration	100
Career Development Conceptualization	100
Employment Packet	100
Discussions (10x 10 points)	100
Final Exam	100
Total	500

Grading policies for tests, assignments, and attendance: Grading Rubrics are posted in Canvas—Read rubrics before beginning assignments!

Course Assignments and Exams

Career Development Conceptualization *Key Performance Indicator*

Each student will construct a conceptualization of their career development trajectory beginning in childhood and ending in the future. This conceptualization serves as an opportunity for students to integrate and apply what they are learning in the course. Thus, each conceptualization will include:

1. An introduction to the conceptualization
2. An introduction to the student's personal and family culture
3. A detailed history of the student's career development (this should be connected to career theories)
4. A discussion of assessment results, including implications for future careers

Personal Employment Packet

Each student will locate an open position relevant to the field of counseling. Students will then build a personal employment packet that will include:

1. A professional resume or CV
2. A cover letter
3. Reference List with written descriptions of three sources for letters of recommendations
4. Copy of the job posting

Discussion Boards

Students will engage in online discussions which will include at minimum a response to the prompt and response to at least one peer. The purpose of this assignment is to encourage students to engage with and review the course material between class meetings, thereby allowing opportunities for students to reinforce and apply their learning.

Skills Demonstration *Key Performance Indicator*

The purpose of this assignment is for students to demonstrate career counseling and the use of employment strategies in practice. Students will submit one 15 minute video recording demonstrating one of the following:

- Conducting an intake and cultural career construction interview
- Administering and interpreting a career assessment
- Facilitating a group career activity

Final Exam

Students will take 100 question, open-note, book, and internet multiple choice quiz that will be administered through Canvas. The final may cover all the material from the course, including readings, lectures, and discussions and will

prioritize students' ability to locate information over their ability to memorize information. Students may not collaborate with one another while taking the exam.

Tentative Course Schedule

Week/ Module	Topic(s)	Reading(s) Due	Assignment(s) Due
1	History of Career Counseling & Career Counseling Process	Dugger Ch. 1 Strauser Ch. 2 Dugger Ch. 9	Discussion 1 (due the following week because of short week)
2	Trait/Factor theories Developmental Theories	Dugger Ch. 2 Dugger Ch. 3	Discussion 2
3	Learning Theories Narrative Theories	Dugger Ch. 4 Dugger Ch. 5	Career Conceptualization Paper Due
4	Sociocultural Dimensions & Disability	Dugger Ch. 6 Strauser Ch. 1 Strauser Ch. 4	Discussion 3
5	Law & Ethics	Dugger Ch. 7 Dugger Ch. 8 Strauser Ch. 3 Review EEOC website Review NCDA website Read NCDA & ACA Codes of Ethics	Discussion 4
6	Career assessments Intake assessments Standardized assessments Card sorts	Dugger Ch. 10 Dugger Ch. 11 Dugger Ch. 12	Discussion 5
7	Technology & Resources	Dugger Ch. 13 Strauser Ch. 15 Strauser Ch. 16 Review O*Net website	Discussion 6
8	Career Counseling Settings	Dugger Ch. 14 Dugger Ch. 15 Dugger Ch. 16 Strauser Ch. 20	Discussion 7
9	Employment Strategies	Job Search Handbook	Discussion 8
10	Labor Market Information & Job Development	Job Search Handbook Strauser Ch 14	Discussion 9
11	Interventions & Advocacy	Dugger Ch. 17 Dugger Ch. 18	Employment Packet Due
12	Planning, implementing & evaluating career programs Professional Counseling Careers	Strauser Ch. 18 Dugger Ch. 19	Discussion 10
13	Holiday Break		
14			Skills Demonstration Due Extra Credit Assignment Due
15			FINAL EXAM

Class Policies

Expectations for Students

•Section subject to change based on student feedback. Updated section will be posted in Announcement in Canvas
This class is committed to building a learning environment in which students and instructor are open to feedback, manage time effectively, build trust with each other, follow through on commitments, include everyone, ensure access to learning and opportunities, share tools for success, collaborate, and tolerate ambiguity. The following are expectations for students that must be adhered in order to successfully complete this course.

1. Know and adhere to the 2014 American Counseling Association Code of Ethics, applicable university, college of education, and program policies, and all applicable laws.
2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.
3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.
4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.
5. Prepare for, participate, and be on time for all learning activities and discussions. Carefully read Syllabus and all information posted in Canvas. While I welcome any questions and concerns, please read all the available instructions first.
6. Student writing is expected to be at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.
7. Check your university email and Canvas accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for FERPA reasons, I communicate with students using their assigned university email accounts. When emailing the course instructor and other students, please begin and conclude your message with salutations and professional language. Proofread all emails or online postings before sending them.
8. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.
9. Students must be able to regularly use a computer with internet access, webcam, microphone and speakers. Students will need to be familiar with Canvas and video recording software. For Canvas support see:
<https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>
10. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.
11. Represent yourself as a student of Wayne State's Counselor Education Department with professionalism in the community.
12. Follow the guidelines outlined in the document: Expectations for Online Engagement. Note this course is a fully online course and we have no scheduled course meetings. I am still available to you as an instructor and student engagement is important to me. You may communicate with me through the Canvas discussion boards, by WSU email, and/or online office hours. I check these regularly throughout the work week (M-F) and you can expect a reply within 2 business days at the latest.

Late Assignments

As assignments will be turned in via Canvas, late assignments will NOT be accepted. Please do not wait until the last minute to submit assignments and exams. Assignments that are not received via Canvas prior to the deadline will not be graded. There is an extra credit assignment available if you have to miss an assignment. All assignments are due by 11:59 pm on the due date.

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symplicity.com/public_accommodation

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Title IX

Sexual Misconduct and Mandatory Reporting

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered **“Responsible Employees”** and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Academic Dishonesty – Plagiarism and Cheating

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
 - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/Withdrawing_From_a_Course.php

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

Class Recordings (Face to Face Instruction)

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Technology Access and Support

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or helpdesk@wayne.edu.

Students who lack adequate hardware or reliable internet access should email doso@wayne.edu or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

Support for Online Learning

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. **WSU's** [Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.