

Grading:

Career Research Paper	60
Group Project/Presentation	60
Case Study Summaries (2 @ 15pts)	30
Personal Career Report	40
Article Reviews (3 @ 2.0 pts)	6
Mid-Term Examination	40
Cumulative Final Examination	50
Discussion/Class Participation	14
Total	300pts

All items must be completed in-full to earn course credit.

LTR	Range	Points
A	93 – 100	278 – 300
A-	90 – 92	269 – 277
B+	87 – 89	260 – 268
B	83 – 86	248 – 259
B-	80 – 82	239 – 247

Any grade of "C" or lower must be retaken.

LTR	Range	Points
C+	77 – 79	230 – 238
C	73 – 76	221 – 229
C-	70 – 72	208 – 220
D+	67 – 69	200 – 207
D	63 – 66	191 – 199
D-	60 – 62	180 – 190
F	59 _≥	0 – 179

Textbook and Fee:

- *Applying Career Development Theory to Counseling* (Richard S. Sharf, 6thed.)
- Recommended text for library building: *Essentials of Myers-Briggs Type Indicator Assessment* (Naomi L. Quenk)
- Each student must pay \$20 for Career Assessment materials by credit card or check payable to the "SMU" by the end of the first weekend.

Learning Objective:

1. Identify key theories and theorists, and describe their contributions to vocational and career counseling.
2. Discuss themes that dominate research and the application of career developmental principles in practice such as the career identity, career maturity, and career choice across the life span.
3. Communicate orally and in writing the major tenets of career counseling including ethical practice standards, post-modern and modern philosophies, and social standards and expectations on the psychology of working.
4. Evaluate career assessment utility and the necessity for career resource materials when working with general counseling clients.
5. Identify basic standards of subjective and objective career development assessments and tool.
6. Synthesize subjective and objective career development assessment and tool results to aid in further career exploration and personal growth.

Measurable Outcome:

- Students will demonstrate mastery of key career development theories and theorists by answering multiple choice and essay questions on one mid-term exam and one cumulative final exam.
- Students will demonstrate knowledge of prevailing career developmental themes through class discussions, answering multiple choice and essay questions on one mid-term exam and one cumulative final exam as well as completing three article reviews.
- Students will demonstrate a synthesis of career developmental history and major philosophies by incorporating these ideas into class discussion, the three article reviews, the career research paper, and the group project/presentation.
- Students will demonstrate an understanding for the importance of maintaining career resource materials for use and referral with counseling clients by completing two case study summaries.
- Students will recognize strengths/limitations of informal/formal career assessments and how these tools facilitate career development by answering multiple choice and essay questions on one mid-term exam and one cumulative final exam and through incorporating findings in the personal career report.
- Students will incorporate textual and empirical findings on career development with results from various subjective and objective career assessments and tools to create the two case study summaries and personal career report.

Instructional Format:

Lifestyle and Career Counseling will be taught in a seminar-format over two weekends (August 15-17 and September 19-21) with an in-class structure.

Statement on Attendance:

- Instructors should be given 24 hours' notice of any absence whenever possible
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence. Due to the seminar format of the course, each 4-hour period is considered one class for the purposes of this statement.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
 - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
 - receive a failing grade for the course
 - drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar13-14> then consult with the Program Specialist if they believe this option is a possibility.)

Confidentiality and Integrity:

To maintain a safe and supportive learning environment, student discussions regarding sensitive course information (i.e. personal experiences, comments, reactions) must occur only in class or privately with other current class members. Respect and integrity frame course endeavors (i.e. lecture, discussion, assignments), particularly regarding personal issues of a delicate and/or controversial nature (i.e. abortion, genetic counseling, sexual behavior). All Counseling students will demonstrate behavior consistent with the ethical standards forwarded by the ACA (and NCDA) in their code of ethics; failure to do so may result in termination from the Program in Counseling.

Reading Schedule and Assignments:

Date	Reading Due	Quizzes and Assignments
August 15	Chapter 1	
August 16	Chapters 7-10	
August 17	Chapters 11-15	Article #1 Due
August 29		Case Study Summary #1 Due (e-mailed to professor by 5 p.m.)
September 19	Chapters 2-3	Mid-Term Exam Group Project/Presentation Due Article #2 Due
September 20	Chapters 4-6	Article #3 Due
September 21	Chapter 16	
September 26		Case Study Summary #2 Due(e-mailed to professor by 5 p.m.)
September 26		Career Research Paper Due (e-mailed to professor by 5 p.m.)
September 26		Personal Career Report Due (e-mailed to professor by 5 p.m.)
October 3		Final Exam Due (e-mailed to professor by 5 p.m.)

Assignments:**Career Research Paper** (60 points)

Students will select a topic of interest related to career development and write a 5-8 page paper using a minimum of five references. The topic will be approved by the instructor prior to conducting the research and writing the paper. Students will use APA format (6th edition, 2nd printing) for this paper.

Group Project/Presentation (60 points)

Students will be assigned to groups based on their theoretical orientation and interest areas. Each group will select a

topic of interest, conduct the research, and create a formal presentation. Each student will present a portion of the group presentation to the class. Presentation will be 30 minutes in length, including questions and answers.

Case Study Summaries (2 summaries at 15 points each for 30 points)

Students will write case summaries based on information provided by the instructor. Students will be required to review the available information about each case, summarize the findings, and make appropriate recommendations.

Personal Career Report (40 points)

Students will analyze the information gathered through subjective and objective career assessments, reflecting on their participation in the applied/experiential portions of the course and specific exercises to create a personal career report (case conceptualization).

Subjective and Objective Career Assessments (points earned through Personal Career Report)

Students will participate in various subjective and objective career assessments. The presented career tools may be used as mock-exercises or authentic experiences depending on student comfort-level. All assessments are considered invalid for official use since they are intended for instructional purposes only.

Article Reviews (3 articles at 2 points each for 6 points)

Students will select three articles about career issues. One of the articles will be from the Career Development Quarterly (available online through SMU Holdings) and two can be from other news sources. Students will formulate well-thought out paragraph(s) incorporating textual, theory, or empirically supported evidence for each article. Students will also present a short summary of each article to the students during in-class discussion.

Mid-Term Exam (1 exam at 40 points)

Students will complete multiple-choice and essay quizzes, covering designated chapters and relevant course content including lecture and discussion topics.

Cumulative Final Exam (1 exam at 50 points)

Students will complete a short answer and essay cumulative final exam.

In-Class Discussion/Participation (14 points)

Every in-class meeting will include a discussion period focusing on the reading material from the previous and current week's reading. Students are expected to participate with relevant query, reflection, and sharing of ideas.

Grading Rubrics:

Multiple-Choice

One mid-term and one cumulative final exam comprise 120 points of your total 300 points for this course. The one 60-point mid-term exam will include 50 multiple-choice items worth 1 point each and two essay question worth 5 points each. The one 60-point final exam includes 4 short answer questions worth 5 points each and 4 essay questions worth 10 points each from all chapters covered in the textbook.

<i>Cognitive Domain</i>	<i>Objectives</i>	<i>Material Covered/Content Distribution Textbook reading/related lecture</i>	<i>Evaluation 0 – 1 point</i>
Knowledge	Recognize key vocabulary terms Recall components and sequence of theories	Mid-Term and Final A minimum 2 items per chapter	1 point earned per correct answer
Comprehension	Identify connections between vocabulary terms and theories Select common and disparate themes among theories	Mid-Term and Final A minimum 2 items per chapter	1 point earned per correct answer
Application	Apply vocabulary terms and theory tenets to novel scenarios Interpret presented case and predict appropriate connection or outcome	Mid-Term and Final A minimum 2 items per chapter	1 point earned per correct answer

Short Answer/Essay

Cognitive Domains	Objectives	Material Covered Textbook reading/related lecture	Evaluation 0 – 5 points
Analysis	Compare/contrast presented topics	Mid-Term	<i>5 – Demonstrates mastery of concepts</i> Student correctly uses applicable terms and generates a thoughtful response with logical organization and accurate conclusion(s).
Synthesis	Formulate/organize a “next-step” or plan of action given a scenario	2 questions presented with a focus on analysis, synthesis, and evaluation of presented concepts/topics. Final Exam (all content)	<i>3 – 4 Demonstrates understanding of concepts</i> Student uses most applicable terms and generates a thoughtful response with mostly accurate conclusion(s).
Evaluation	Argue/support a perspective using empirically supported evidence	8 questions presented with a focus on analysis, synthesis, and evaluation of presented concepts/topics.	<i>2 – Demonstrates some knowledge of concepts</i> Student uses some terms and generates a response having nearly accurate conclusion(s). <i>1 – Demonstrates marginal knowledge of concepts</i> Student does not use appropriate terms but does respond with a nearly accurate conclusion(s). <i>0 – Does not demonstrate knowledge of concepts</i> Student does not use appropriate terms and does not respond with an accurate conclusion(s).

Extended Written Work –Career Research Paper, Group Project/Presentation, Case Study Summaries, and Personal Career Report

* Each assignment with a written component graded using the following rubric:

	High Level of Performance	Mid Level of Performance	Low Level of Performance
Depth of Thought & Analysis 40%	Groundwork for argumentation clearly established at the onset. Student makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit focused topic. No indication student applied much thought to the paper.
Group Project/Pres. = 24 Career Research Paper= 24 Each Case Study Summary = 6 Personal Career Report = 16	Group Project/Pres. = 24 Career Research Paper= 24 Each Case Study Summary = 6 Personal Career Report = 16	Group Project/Pres. = 12-23 Career Research Paper = 12-23 Each Case Study Summary = 3-5 Personal Career Report = 8-15	Group Project/Pres. = 0-11 Career Research Paper= 0-11 Each Case Study Summary = 0-2 Personal Career Report = 0-7
Synthesis & Congruency 20%	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have minimal to no direction, with subtopics appearing disjointed.
Group Project/Pres. = 12 Career Research Paper= 12 Each Case Study Summary = 3 Personal Career Report = 8	Group Project/Pres. = 12 Career Research Paper= 12 Each Case Study Summary = 3 Personal Career Report = 8	Group Project/Pres. = 6-11 Career Research Paper= 6-11 Each Case Study Summary = 2 Personal Career Report = 4-7	Group Project/Pres. = 0-5 Career Research Paper= 0-5 Each Case Study Summary = 0-1 Personal Career Report =0-3
Thoroughness 20%	The appropriate content is covered in depth without redundancies.	Pertinent content is not covered in sufficient depth, or as explicitly, as expected.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated.
Group Project/Pres. = 12 Career Research Paper= 12 Each Case Study Summary = 3 Personal Career Report = 8	Group Project/Pres. = 12 Career Research Paper= 12 Each Case Study Summary = 3 Personal Career Report = 8	Group Project/Pres. = 6-11 Career Research Paper= 6-11 Each Case Study Summary = 2 Personal Career Report = 4-7	Group Project/Pres. = 0-5 Career Research Paper= 0-5 Each Case Study Summary = 0-1 Personal Career Report = 0-3

Clarity of Writing and Mechanics 20%	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. Minimal spelling, grammar, or punctuation errors are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Several spelling, grammar or punctuation errors are made.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.
Group Project/Pres. = 12 Career Research Paper= 12 Each Case Study Summary = 3 Personal Career Report = 8	Group Project/Pres. = 12 Career Research Paper= 12 Each Case Study Summary = 3 Personal Career Report = 8	Group Project/Pres. = 12 Career Research Paper= 6-11 Each Case Study Summary = 2 Personal Career Report = 4-7	Group Project/Pres. = 0-5 Career Research Paper= 0-5 Each Case Study Summary = 0-1 Personal Career Report = 0-3

Brief Written Work– Article Reviews

	Full Points Earned (2pts)	Less Points Earned(0-1 pts)
Depth of Thought & Analysis with clear writing style, mechanics, and conscientious public mindedness	Student makes succinct, insightful conclusions based on the review. Writing is crisp, clear, and succinct. No spelling, grammar, or punctuation errors are made.	Neither implicit nor explicit focused topic. No indication student applied much thought to the paper. It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent.

Classroom etiquette:

- Class instruction begins at the scheduled time. Please be ready to begin promptly.
- You may use computers in-class for note taking, not for audio recording or internet surfing.
- Be respectful of the instructor and others with your questions, reflections, and contributions.
- No children or guests may attend in-class sessions due to the confidential nature of our discussions.
- Please address your concerns about course content, instructor behavior, or peer encounters first with the instructor by scheduling an in-person meeting. You may always appeal to the Program Director as a second or tandem approach.

ACSEHD / University Policies:

Disability Accommodations: Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Academic Integrity: Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty. http://www.smu.edu/studentlife/PCL_05_HC.asp

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Statement regarding grades of Incomplete (I):

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate

grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

SMU Flu Emergency Preparedness:

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.