

# Career Counsel/Lifestyle Dev

## COUN-6310

22/SU Section Temporary 05/31/2022 to 08/03/2022 Modified 06/13/2024

### Meeting Times

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### Contact Information

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Office Hours

### Course Description

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A study of theories of vocational choice, the process of career and lifestyle decision making and sources of occupational information including use of the Internet. Terms Offered: Fall, Spring.

#### Requisites

None.

### Learner-Centered Outcomes

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Student Learning Outcomes (Course): By the end of this course (COUN 6310) the student will be able to:

	Outcome and CACREP Standard(s)	Means of Assessment
1.	Identify theories and models of career development, counseling, and decision making (II.F.4.a)	Exam questions
2.	Implement approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (II.F.4.b)	Exam questions; Interview project

3.	Utilize assessment tools and strategies relevant to career planning, analysis of clients' skills and interests, and evaluation of work environments (II.F.4.d, II.F.4.e, II.F.4.i)	Exam questions
4.	Incorporate processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems (II.F.4.c)	Exam questions
5.	Develop ethical and culturally relevant strategies for addressing career development for diverse clients in a global economy (II.F.4.g, II.F.4.j)	Exam questions; Career Counseling Program project
6.	Identify strategies for career development programming, including strategies for client skill development (II.F.4.f, II.f.4 h)	Exam questions; Career Counseling Program project
7.	Evaluate career counseling and lifestyle development from a biblical perspective	Exam questions; Interview project

## Materials

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### Applying Career Development Theory to Counseling

- Author: Sharf, R. S.
- Publisher: Cengage
- Edition: 6th
- ISBN: 978-1-285-07544-0

## Assignments

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### Requirements for Credit

Assignment	Weight / Points	Week Due	Details

# Breakdown

Assignment	Points	Week Due	Details
2 Exams	100 pts each (200 pts)		
Discussion Board Assignments	5 @ 30 pts each (150 pts)		
Research Article Review Papers	2 @ 100 pts each (200 pts)		
Oral Presentation	100 pts		
Assessments and Reflections Papers	3 @ 50 pts each (150 pts)		
Vocational Interview	100 pts		
Career Counseling Program	100 pts		
Total	1000 pts		

- The student will be expected to **read assigned text** prior to class.
- Participation in classroom discussions/blackboard discussions and activities is critical to the understanding and application of the material. Blackboard participation: students will read the required resources, respond to the instructor's prompts, and dialogue with one another on the assigned topics. Students should write in-depth, reflective responses based on lectures and textbook information as well as personal reflection. After posting an original thread, students should respond to at least two classmates' original posts. A rubric for evaluating discussion board assignments is posted in Blackboard.
- Two exams will be administered during the semester; one at the midpoint of the semester, and the other will be the final exam.
- Vocational Interview: Each student will develop a biographical study of theories of career development as illustrated by the work history of an individual of the student's choice. The student will conduct a personal interview with the individual. Sample interview questions are listed under "Course Material." Papers will include a summary of the interview, including the relationship of each career change to the career development theories described in the textbook and discussed in class. Papers should follow APA format and be six to eight pages in length (excluding the cover page and reference page).

- Vocational Career Counseling Program: Each student will develop a vocational career counseling program for a specific age, ethnicity, gender, or cultural group of the student's choice. Papers should follow APA format and be six to eight pages in length (excluding the cover page and reference page). Papers should be organized with appropriate headings (for example: description of the population to be served, initial interview, counseling-including goals, assessment, and follow-up). At least five scholarly sources (including the course textbook) are required. Grading rubric will be provided.
- Students will complete three (3) assessments related to career development and write a one page reflection of what they learned about themselves from the results.
- Article Review Papers: Each student will write two papers reviewing current research/journal articles regarding career counseling or career choice issues. The journal articles must be at least 8-10 pages in length and have been published within the last seven (7) years. Each student's paper must be four to five pages in length (cover and reference pages are not required), printed in 12 point font, double-spaced.
- The following format is required:
  - Document article reference information using APA style.
  - Summarize the general contents of the article in 2-3 paragraphs.
  - Describe the new knowledge you gained from the article in 2-3 paragraphs (if you learned nothing new, select another article!).
  - Describe what you agree AND disagree with regarding the content of the article in 2-4 paragraphs. Ensure that you stipulate WHY you dis/agree!
  - Suggest HOW you can specifically use this new information professionally and personally.
- Students will give an oral presentation on **one** of their chosen research articles.

NOTE: Late assignments are discounted 10 points per day (including weekends and holidays).

## Institutional Policies

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### Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

# Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, students are expected to attend and participate in classes, and absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

NOTE: Students verified by the professor(s) as never attending, for each of the classes in which they are enrolled, will be subject to an automatic drop from these classes, which will result in the cancellation and return of any financial aid received.

# GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+	A	A-
4.00	4.00	3.67
B+	B	B-
3.33	3.00	2.67
C+	C	C-
2.33	2.00	1.67
D+	D	D-
1.33 F	1.00	0.67
0.00		

\*\* No grades of D are awarded for graduate courses

# Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

# Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

## Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

## University Honor Code/Academic Appeal and Academic Misconduct Procedure

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism, including the unauthorized use of generative artificial intelligence such as image generators, code generators, audio/video generators or large language models, is not tolerated at Dallas Baptist University and may result in academic discipline up to and including suspension or expulsion.

## Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

## Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

## Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

# Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

# Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

# Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from the professor or are designated accommodations for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student Code of Conduct as listed in the Student Handbook.

## Schedule

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(May change during the semester)

When	Topic	Notes
Session #1 Aug 22	Chpt 1 - Introduction; Chpt 2 - Trait and Factor Theory	Read chapters 1 & 2 of the text and the online lecture for Session #1; <b>Discussion Board Assignment for Session #1</b> due Aug 28th. Quizzes are optional and are provided for review purposes.
Session #2 Aug 29	Chapter 3 - Occupations: Information and Theory	Read chapter 3 of the textbook and the online lecture for Session #2.
Session #3 Sept 5	Chapter 4 - Work Adjustment Theory	Read chapter 4 of the textbook and the online lecture for session 3; Complete first assessment tool (MBTI).

When	Topic	Notes
Session #4 Sept 12	Chapter 5 - Holland's Theory of Types	Read chapter 5 of the textbook and the online lecture for Session #4; <b>Discussion Board for Session #4</b> due Sept 18th.
Session #5 Sept 19	Chapter 6 - Myers-Briggs Type Theory	Read chapter 6 of the textbook and the online lecture for session #5; Complete Campbell assessment tool.
Session #6 Sept 26	Chapter 7 - Career Development in Childhood	Read chapter 7 of the textbook and the online lecture for Session #6; <b>Discussion Board for Session #6</b> due Oct 2nd; Completion of Strong assessment online. MBTI reflection paper due.
Fall Break Oct 3-7	No Assignments Due	
Session #7 Oct 10	Chapters 8 & 9 - Adolescent Career Development	Read chapters 8 & 9 of the textbook; Research Article Review Paper #1 due by Oct 16th.
Session #8 Oct 17	Mid-Term Exam (located in Session #8) due Oct 23rd.	Mid-Term exam due Oct 23rd.
Session #9 Oct 24	Chapter 10 - Adult Career Crises and Transitions	Read chapter 10 of the textbook; Vocational Interview Paper due Oct 30th.
Session #10 Oct 31	Chapter 11 - Constructivist and Narrative Approaches to Career Development	Read chapter 11 of the textbook and the online lecture for Session #10; <b>Discussion Board for Session #10 and Campbell Reflection</b> due Nov 6.
Session #11 Nov 7	Chapter 12 - Relational Approaches to Career Development	Read chapter 12 of the textbook; Research Article Review Paper #2 due Nov 13th



When	Topic	Notes
Session #12 Nov 14	Chapter 13 - Krumboltz's Social Learning Theory	Read chapter 13 of the textbook and the online lecture for Session #12; <b>Discussion Board for Session #12 and STRONG Reflection</b> due Nov 20.
Session #13 Nov 21	Chapter 14 - Social Cognitive Career Theory	Read chapter 14 of the textbook; Project #2 -Vocational Career Counseling Program due online by midnight, Nov 30th.
Session #14 Nov 28	Chapter 15 - Career Decision-Making Approaches	Read chapter 15 of the textbook and the online lecture for Session #14; <b>Discussion Board for Session #14</b> due Dec 4.
Session #15 Dec 5	Chapter 16 - Theories in Combination	Read chapter 16 of the textbook and the online lecture for Session #15; Finishing up.
Session #16 Dec 10	Final Exam	Final exam for graduating students due midnight, Dec 11th; Final exam for non-graduating students due midnight, Dec 12th

Course calendar and related activities