

Advanced Career Counseling

COUC-850

Fall J 2024 Section 390 08/19/2024 to 12/13/2024 Modified 08/05/2024

Contact Information

See detailed faculty information in Canvas.

Course Description

A thorough grounding in current career development theories and application is provided. Special attention is given to career development, career counseling with special populations, and decision-making models.

Requisites

Prerequisites

COUC 969 (Grade of P)

Rationale

This course provides an extensive study of the current state of career development and of career counseling theory, research, and practice. Students examine the major theories of career development and vocational behavior, as well as their related constructs and interventions, including strategies for working with and advocating for diverse populations. In addition, students learn andragogy for effectively teaching career to master's level students. Finally, students have the opportunity to examine the existing literature in order to learn how to advance the field through research, presentations, and leadership/advocacy in the field based on these readings. Students are required to already have a knowledge and understanding of basic career counseling theories at an entry-level competency.

Method of Instruction: This semester-long course is delivered using a digital synchronous intensive format. Students attend 36-40 hours of video-based instruction using a synchronous digital platform. In addition to the one week of digital synchronous class time, students are expected to complete additional work online both pre and post intensive over the duration of this course.

Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

- A. Understand career theories pertaining to the principles and practice of career development at the doctoral level.
- B. Develop the skills to provide effective teaching and/or supervision of master's level counseling students.
- C. Understand the current and critical needs and practices in the field of career development and practice.
- D. Thoroughly examine the role of multicultural issues as related to career theory and development.
- E. Exhibit counseling skills used when exploring career-related issues, including the ability to interpret, use, and disseminate results in the career counseling process.
- F. Exhibit the ability to teach others how to interpret and use at least one career counseling assessment.
- G. Gain professional writing skills related to manuscript preparation and presentations on career-related topics.

Doctoral Key Performance Indicators Matrix

Key Performance Indicator	Evidence: Course/Learning Experience
Research and Scholarship (DOC 6.B.4) Students demonstrate the knowledge and competency in research methodology, execution, and dissemination necessary for conducting doctoral level research (Measures PLO #3)	Benchmark NCDA Conference Proposal Assignment

Matrix of CACREP Doctoral Competency Standards

CACREP Counselor Education and Supervision Standard	Course/Experience – Evidence
<i>6.B.1 Counseling</i>	
B.1.a. scholarly examination of theories relevant to counseling	Career Development Applied Theory Paper Assignment Theory Group Presentation Assignment Benchmark NCDA Conference Proposal Assignment

B.1.b. integration of theories relevant to counseling	Career Development Theory Paper Assignment Career Development Theory Application Paper Assignment Theory Group Presentation, Assignment In-Class Assignments
B.1.c. conceptualization of clients from multiple theoretical perspectives	Career Development Applied Theory Paper Assignment Theory Group Presentation Assignment In-Class Assignments Benchmark NCDA Conference Proposal Assignment
B.1.d. evidence-based counseling practices.	Career Development Applied Theory Paper Assignment Theory Group Presentation, Assignment Multicultural Reflective Journals
B.1.e. methods for evaluating counseling effectiveness.	Career Development Applied Theory Paper Assignment Theory Group Presentation Assignment
B.1.f. ethical and culturally relevant counseling in multiple settings.	Career Development Applied Theory Paper Assignment Theory Group Presentation Assignment Multicultural Reflective Journals In-Class Assessments
<i>6.B.3 Teaching</i>	
B.3.b. pedagogy and teaching methods relevant to counselor education	In-Class Assessments Theory Group Presentation Assignment
B.3.d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	In-Class Assessments Theory Group Presentation Assignment

B.3.h. ethical and culturally relevant strategies used in counselor preparation	In-Class Assessments Theory Group Presentation Assignment
<i>6.B.4 Research and Scholarship</i>	
B.4.g. research questions appropriate for professional research and publication	Career Development Applied Theory Paper Assignment
B.4.h. professional writing for journal and newsletter publication	Career Development Applied Theory Paper Assignment
B.4.i. professional conference proposal preparation	Benchmark NCDA Conference Proposal Assignment
<i>6.B.5 Leadership and Advocacy</i>	
B.5.h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession	Multicultural Reflective Journals
B.5.j. models and competencies for advocating for clients at the individual, system, and policy levels	Multicultural Reflective Journals Career Development Applied Theory Paper Assignment
B.5.k. strategies of leadership in relation to current multicultural and social justice issues	Multicultural Reflective Journals Career Development Applied Theory Paper Assignment
B.5.l. ethical and culturally relevant leadership and advocacy practices	Multicultural Reflective Journals

Course Resources

Required Textbooks

Brown, S. D., & Lent, R. W. (2020) Career development and counseling: Putting theory and research to work (3rd ed). Wiley. ISBN: 9781119580355.

Osborn, D. S. (2016) Teaching Career Development: A Primer for Instructors and Presenters (2nd ed). National Career Development Association. ISBN: 9781885333537.

Disclaimer: The above resources provide information consistent with that required by state licensing boards in the class subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these resources.

Additional Materials for Learning

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Canvas [recommended browsers \(https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66\)](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66)
- D. Microsoft Office
- E. The Holy Bible

Course Assignments

Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations \(https://www.liberty.edu/institutional-effectiveness/student-expectations/\)](https://www.liberty.edu/institutional-effectiveness/student-expectations/), the candidate will complete the related checklist found in the Course Overview.

Advising Acknowledgement Quiz

Participate in Class Discussions and Group Activities

This course is structured so the student will learn not only from the textbook and readings, but also from one another. Becoming a counselor educator is a process, so it is important to establish a professional attitude and demeanor in a doctoral program. As doctoral students, students are responsible for active and respectful participation in class activities. To facilitate the process, the class participation grade will be based on the student's (a) contribution to discussions, (b) contribution to the learning experience of their classmates; (c) attending class and being on time, (d) active participation in all in-class activities, (e) completion of and bringing to class the assigned assessments/results and presentations.

In-Class Activities: Students will participate in a variety of exercises designed to help students learn the process of teaching career counseling experientially. They will take and interpret a variety of career assessments, value sorts, career story assessments, career genograms, and other career exploration instruments. Students will also be involved in other self-awareness and self-learning activities throughout the course (CLOs E, F).

Multicultural Reflective Journals (8)

Students reflect on assigned individual readings from the text. Students will: (a) read the chapter; (b) write a short concise summary; (c) reflections, challenges, and areas for growth; and (d) implications for teaching master's students (CLOs C, D).

Quiz: Reading Verification

The purpose of this quiz is to verify that students have read the last eight chapters of the text.

Career Theory In-Class Group Presentation Assignment

Students will work together during class to develop a theory teaching presentation that is tailored to master's students. Students will receive structured guidance throughout the process, with special attention given to the tenets of the theory, application of the theory to practice, and use of the theory with underserved populations (CLOs A-D).

Career Theory Group Final Presentation Assignment

Students will incorporate the feedback from the In-Class Group Presentation to develop an applied career theory presentation that is tailored to a conference proposal. Students will focus on the tenets of the theory, application of the theory to practice, and use of the theory with underserved populations (CLOs A-D).

Career Self-Assessment Assignment

The purpose of this assignment is help students develop a better understanding of the complexities of the career counseling and planning process and to complete his/her individual career counseling and planning cycle. As noted in VI.A, students complete a variety of career assessments, such as interest/personality assessments, values card sort, career story assessment, career genograms, career exploration, and career attainment skills; as well as other self-awareness and self-learning activities. This assignment demonstrates students' ability to synthesize the multiple components of career development and career counseling into an integrated personal career assessment report (CLOs B, E, F).

Career Development Applied Theory Paper Assignment

Through creation of an 8-12 page conceptual paper, the student will combine theory and practice in a meaningful way. Each student will select a career theory of their choice and provide a detailed description of the major tenets of the career theory. Then the student will discuss how the tenets of the theory can explain the career development concerns of a specific population of interest. (CLOs A, C, D, G).

Benchmark NCDA Conference Proposal Assignment

Once students have completed the Career Development Theory Application paper, they will fill out the information required to prepare a conference proposal using the template used by the National Career Development Association's Global Conference. The purpose of this assignment is to give students experience in the process of disseminating the results of their research to other professionals in the field. Particular attention will be on students' ability to tailor the presentation to match the theme of the conference (CLOs A, C, D, G).

Quiz: Dispositions Reflection

This Dispositions Reflection quiz will ask the student to rate themselves on the nine dispositions required for this program by the accrediting bodies using the following scale:

- Exceeds expectations – I believe I do this exceptionally well.
- Clearly meets expectations – I believe I am able to do this in an appropriate way as expected for graduate students at my current position in the program.
- Adequately meets expectations – I believe I do this but could use improvement and growth in this dispositional area.
- Does not meet expectations – I believe I do not do this well and could use improvement.

✓ Course Grading

Assignment	Points
Course Requirement Checklist	10
Participation Self-Evaluation Assignment	90
Multicultural Reflective Journal Assignments (8 @ 20 pts. ea.)	160
Quiz: Reading Verification	40
Career Theory In-Class Group Presentation	50
Career Theory Final Group Presentation	100
Career Self-Assessment Portfolio Assignment	200

Career Development Theory Application Paper Assignment	250
Benchmark NCDA Conference Proposal Assignment	100
Quiz: Dispositions Reflection	10
Total	1,010

Policies

Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/>

(<https://www.liberty.edu/online/online-disability-accommodation-support/>). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018380) (https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018380) or the [Student Disability Grievance Policy and Procedures](https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf) (<https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf>).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy](https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018468) (https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018468) can be found in the [Academic Course Catalogs](https://www.liberty.edu/academics/course-catalogs/) (<https://www.liberty.edu/academics/course-catalogs/>). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" ([Failure for Non-Attendance](https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018520) (https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018520)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory](https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018477) (https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018477).

Honor Code

Liberty University comprises a network of students, alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <https://www.liberty.edu/students/honor-code/> (<https://libertyedu.public.na2.doctract.com/doctract/documentportal/08DC75E10861854D320A310CCE25ED07>).

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
940-1010	920-939	900-919	860-899	840-859	820-839	780-819	760-779	740-759	700-739	680-699	679 and below

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Schedule

When	Topic	Notes
Course Overview	Student Acknowledgements	Course Requirements Checklist Advising Acknowledgement Quiz
Module 1: Week 1	Learn	Read: 4 items Watch: 3 items Explore: 3 items

When	Topic	Notes
	Apply	Multicultural Reflective Journal Entry: The Role of Gender in Career Development Assignment Multicultural Reflective Journal Entry: The Role of Race and Ethnicity in Career Choice, Development, and Adjustment Assignment Multicultural Reflective Journal Entry: Social Class and Poverty – A Renewed Focus in Career Development Assignment Multicultural Reflective Journal Entry: Career Development of Lesbian, Gay, Bisexual, and Transgender Individuals Assignment Multicultural Reflective Journal Entry: The Career Development of Youth and Young Adults with Disabilities Assignment Multicultural Reflective Journal Entry: Career Development of Older Workers and Retirees Assignment Multicultural Reflective Journal Entry: Nature, Importance, and Assessment of Interests Assignment Multicultural Reflective Journal Entry: Nature, Importance, and Assessment of Needs and Values Assignment Quiz: Reading Verification Quiz: Dispositions Reflection
Module 2: Week 2	Learn	Read: 2 items
	Apply	Participation Self-Evaluation Assignment Career Theory In-Class Group Presentation Assignment
Module 3: Week 3	Learn	Read: 1 item Watch: 2 items
	Apply	Career Theory Final Group Presentation Assignment Career Self-Assessment Assignment Career Development Applied Theory Paper Assignment Benchmark NCDA Conference Proposal Assignment