



Psy 697, Section 01B, Career Theory

COURSE SYLLABUS: Spring 2022

INSTRUCTOR INFORMATION

Instructor: Tina Borke, Psy D.
Office Location: B122
Office Hours: By Appointment
Office Phone: 903-886-5660
Office Fax: 903-886-5586
University Email Address:
Preferred Form of Communication: **email**
Communication Response Time: M-F within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Luke, Chad. Essentials of Career Focused Counseling: Integrating Theory, Practice, and Neuroscience

ISBN-13: 978-1516513291

ISBN-10: 1516513290

Course Description

This course will explore evidence-based theories and interventions in career counseling. Emphasis will be on career developmental theories, counseling strategies, assessment tools, and career development planning with a variety of clientele and environments.

The syllabus/schedule are subject to change.

Student Learning Outcomes

1. Students will learn evidence-based theories and approaches to career counseling in a variety of clinical settings, clientele.
2. Student will learn ethical principles and concerns in career counseling.
3. Students will learn how to administer, analysis and interrupt evidence- based career assessments. Such as the Career Assessment Inventory, Campbell Interest and Skills Survey, Strong's Interest and Skills Inventory.
4. Students will learn appropriate methods to interviews, resume, curriculum vitae, and cover letters.
5. Students will learn to administer, analysis and interrupt evidence-based personality inventories. Such as Myer Briggs Type Indicator, Hollard Code Career Test, Type Finder for Careers and Career Personality Profiler.
6. Students will be able to write adequate and accurate career reports based on relevant case formulation, assessments and evidenced based approaches to treatment.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Learning Management Systems, Using Microsoft Word and Power Point

Instructional Methods

This course will have face to face instruction.

Student Responsibilities or Tips for Success in the Course

Attendance in class is required. The nature of the course requires supervised skills development, gaining professional interactions, conduct, and attitudes in an intensely experimental learning experience which requires face to face instruction.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

The syllabus/schedule are subject to change.

D = 60%-69%

F = 59% or Below

Assessments

Your grade will be based on the following:

ATTENDANCE. Due to the experimental learning experiences not being accessible from a textbook, it is critical that you attend class. If you miss 2 classes, the highest grade you can receive is a B. If you miss more than 2 classes, you will fail the course.

Midterm 100 points 10 % of grade

This test will cover chapters 1-6 from the textbook. It will be matching, multiple choice and fill in the blank.

Final 100 points 10 % of grade

This test will cover chapters 7-13 from the textbook. It will be matching, multiple choice and fill in the blank.

Career Assessment Battery Report 200 points 20 % of grade

You will interpret and write a report on the results of a career assessment battery. You will include the following information in your report

1. Client history
2. Why the assessment that you were given would be the most appropriate assessment for the client.
3. What career developmental questions are you assessing for?
4. What are the results? Identify each scale, type or section separately
 - a. Compare to the norm group?
 - b. Compare to intra-test scores (if all the scores are low, which are higher than others, and why? Why are they low?)
5. How these results are helpful as part of the client's career decision making process?
6. What questions are left unanswered? And what do you recommend as a course of action to answer those questions?

Please use the following link for free assessments.

<https://www.truity.com/view/tests/personality-career>

The syllabus/schedule are subject to change.

Career Theory Research Paper 200 points 20% of grade

You will write a 6–10-page research paper in APA style on career development theory from the textbook and present how the theory a) defines career counseling, b) its main components and prominent theorists, c) claims of effectiveness in helping people choose satisfying careers, and (d) your informed opinion on the theory's weakness and strengths. Be sure to consider difficulties with client's decision making process, psychological or environmental influences, satisfaction, clinician's role, career maintenance, transitioning in careers, type of theory it is based on, specialized assessments, and the helpfulness of the assessments.

Group Project 200 points 20 % of grade

You will work in groups and give a presentation on one of top 10 career discussion as identified by NATWEST group:

1. Gender – Are there male jobs & female jobs? – A useful debate which can get heated. The statutory guidance states that you must promote equality of opportunity so care must be taken when guiding this debate.
2. Jobs of the future – What jobs will exist in 5, 10, 20 years that don't exist now?
3. What effects are robotic workers having on the job market? Will robots be able to do jobs like journalism & legal work (yes they will, computerized copy writing and contract checking are already a reality) or will automation only affect 'physical' jobs?
4. Transferable skills – what are they and why do we need them? – Useful question to elicit knowledge of transferable skills – you may find this definition useful in order to help your students decide which skills are transferable "Transferable skills are general skills you can use in many jobs. You gain these skills from previous jobs, projects, voluntary work, sport, your home life, hobbies, and interests. They enable you to be adaptable and flexible in case you need to change your job"
5. What skills & qualities do employers want when they employ a person straight out of school/college/university?
6. Employers are frequently reported as saying school leavers are not workplace ready. A discussion around what skills are needed and what they are can be structured using the following frequently cited skills:-

The syllabus/schedule are subject to change.

- Understanding of business world; Teamwork; Communication; Negotiation skills; Problem Solving; Leadership; Organization; Perseverance/motivation; Ability to work under pressure; Confidence
7. Why do some people try and dissuade people from taking certain jobs? – An ideal opportunity to explore the motivation behind advice from various sources. E.g. university & school leaver recruitment staff. Teachers who have been instructed to recruit for the school 6th Parents who would like to see their children achieve their parent’s dream etc.
 8. Why do some jobs have more kudos than others? – Is it really all about cash? What makes a job desirable? Does TV portrayal of certain jobs make them seem glamorous?
 9. Can you turn a hobby into a career? – Students may wish to pursue a hobby such as photography or sport as a careers. What considerations might they need to have when doing this? E.g. need to be self-employed; the effect of training 7 days a week on enjoyment of the sport etc.
 10. Can work be fun? What makes work fun? Can it always be fun? What is fun?
 11. How many types of job can I expect to do over my lifetime? – A discussion about career paths. Not just changing jobs but changing types of job and progression. The role of lifelong learning, retraining, transferable skills. Using a story about somebody’s career journey is a good prompt for this discussion.
 12. What’s the difference between a job and a career?
 13. Is a job just to pay the bills and a career something you’re interested in?

My Career Assessment Project – 200 points. 20% of grade

You will develop a portfolio that will include your resume, cover letter for your ideal job, and curriculum vitae.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

The syllabus/schedule are subject to change.

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

I prefer you to contact me via email. I will respond within 24 hours M-F. If you have questions that can be answered via email, I will respond. If your question requires more clarification then can be given through email, I will schedule an appointment with you during my office hours or at a mutually agreed upon time. I have an open-door policy and welcome students to visit during office hours.

The syllabus/schedule are subject to change.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Practicum requires face to face interactions with clientele, other clinicians, and supervisors. Therefore, attendance must be a priority and appointment times kept. Failure to attend grand rounds, individual clinical supervision, group supervision, schedule clinic times, missing appointments with clientele, not providing mentoring to assigned clinician and face to face instruction will result in disciplinary action and could result in unsuccessful practicum.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

The syllabus/schedule are subject to change.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

The syllabus/schedule are subject to change.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

February 17	Syllabus
February 24	Chapter 1 and 2 in Textbook
March 3	Chapter 3 and 4 in Textbook Group Presentation 1
March 10	Chapter 5 and 6 in Textbook My Career Assessment Due Group Presentation 3
March 17	Spring Break
March 24	Review for Midterm
March 31	Midterm
April 7	Chapter 7 and 8 in Textbook Career Assessment Report Due Group Presentation 4
April 14	Chapter 9 and 10 in Textbook Group Presentation 2
April 21	Chapter 11, 12, and 13 in Textbook Career Theory Report Due

The syllabus/schedule are subject to change.

April 28

Review for Final

May 5

Final

The syllabus/schedule are subject to change.