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# CNS 505: THEORY AND TECHNIQUES IN CAREER COUNSELING CLASS SYLLABUS

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**LOCATION**

Indiana Wesleyan University  
Adult & Graduate Studies Building  
Room: **AGS 109**

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**SCHEDULE**

WEDNESDAYS 6:00 PM – 9:00 PM

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**DATES**

SPRING 2012

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**DESCRIPTION**

An investigation of career development theory including career decision making; gender, family and social/cultural issues; and the use of techniques and assessment instruments that facilitate lifelong career development.

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**REQUIRED TEXT AND  
SUPPORT  
PUBLICATIONS**

**REQUIRED READING:**

Blustein, D. (2006). *The psychology of working: A new perspective for career development, counseling, and public policy*. Mahwah, New Jersey: Erlbaum Associates, Publishers. ISBN: 0-8058-5879-2

Brown, D. (2012). *Career information, career counseling, and career development* (10<sup>th</sup> edition). New York, N.Y: Pearson. ISBN: 0-13-705194-8

Handouts and readings distributed in class.

**Recommended Reading:**

Tieger, P. & Barron, B. (2001) *Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type* (4<sup>th</sup> Ed.). Little, Brown & Company.

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**INSTRUCTOR**

**Daniel W. Poff, Ph.D.**  
Associate Professor, Leadership Studies  
Coordinator, Life Calling Programs

**Contact Information**

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**Availability**

Professor Poff is available to meet individually with students for assistance through appointment by phone or in person. You may contact the CLCL secretary at ext.2520 to schedule an appointment.

Office Hours for Dr. Poff are: By appointment

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**OBJECTIVES**

The student should be able to:

STUDENT LEARNING OBJECTIVE	Assessed by	CACREP Section II.G	Section III		
			CMHC	MCFC	SCHOOL
Describe the career development theories and decisions making models.	Exam, Facilitated Discussion	4a	A.5	A.6	A.1
Understand career avocational, educational, occupational and labor market information resources, and career information systems;	Exam, Short-Essay Assignments	4b			
Understand and apply principles related to career development program planning, organization, implantation, administration, and evaluation	Career Developmental Program Plan Paper, Exam	4c	C.3	F.3	C.2,4, M.3
Understand the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	Exam, Facilitated Discussions	4d	F.3	A.3, E.1,2,	E.3
Describe career planning an educational planning, placement, follow-up, and evaluation	Intervention Paper & Exam	4e			
Understand and apply concepts and principles related to assessment instruments and techniques relevant to career planning and decision making	Exam, Facilitated discussions & Short Essay Assignments	4f	G.2,	G.1	G.3, H.2,5
Understand and apply career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	Intervention Paper & Exam	4g	F.3, H.1	C.3	D.2, F.2, N.3
Integrate theological perspectives into the principles and practice of career counseling	Journals Exam				

**POSITIVE EXPECTATIONS FOR THE COURSE**

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open...opposing viewpoints are welcomed
4. All are learners and all are teachers...we will learn from each other
5. Mistakes are OK...this is a no-guilt, no-blame zone
6. The point is to learn and grow...grades are a by-product
7. Integrity and honesty is assumed We will become more effective leaders

**YOUR EXPECTATIONS FOR THE COURSE**

What are your expectations?

**ASSIGNMENTS**  
**GENERAL OVERVIEW**

- Class attendance
- Read all assigned materials & participate in all classroom learning experiences and discussions
- Make oral presentations
- Actively participate in and complete group projects
- Complete tests as given

<b>Semester Outline</b>		
<b>Class Session</b>	<b>Description:</b>	<b>Assignments Due</b>
<b>01/11</b>	Discussion of Syllabus, Introduction to Course Introduction to Career Counseling What is Vocation, Career, Life Calling?	- Bluestein: Ch.2-5 - Brown: Ch.5
<b>01/18</b>	Continuation of Life Calling Model	<b>Complete MBTI, IMAGE, STRONG online</b>
<b>01/25</b>	Overview Foundational Theories of Career Development Job Trends and Causes Overview of the Career Counseling Process <b>O*Net Discussion</b> <b>Quiz #1</b>	- Brown: Ch.2, 3 - Bluestein: 2 - O*Net Assignment Provided on Blackboard
<b>02/01</b>	<b>Introduction to the Assessment Debriefing Process (Testing Issues) Online computer use regarding assessments and career counseling</b> MBTI and Career Counseling – 1	- Brown: Ch.7 - <i>Do What You Are: Ch. 1, 2, 3</i>
<b>02/08</b>	MBTI and Career Counseling – 2  <b>In Class Discussion: Computer Use &amp; Web Review</b>	- <i>Do What You Are: Ch. 4, 5, 6</i>
<b>02/15</b>	MBTI and Career Counseling – 3 <b>Quiz #2</b>	- Blackboard Reading
<b>02/22</b>	IMAGE – Introduction Discussion of Instrument <b>In Class Discussion: Job Search</b>	- Assessment Results & PowerPoint
<b>02/29</b>	IMAGE – Debriefing and Analysis of Results <b>Quiz #3</b>	- Assessment Results & PowerPoint
<b>03/07</b>	<b>Spring Break – No Class</b>	
<b>03/14</b>	STRONG – Introduction and Discussion of Instrument <b>In Class Discussion: Interviewing</b>	- Assessment Results & PowerPoint
<b>03/21</b>	STRONG – Debriefing and Analysis of Results Informational Interview Discussion	- Assessment Results & PowerPoint
<b>03/28</b>	Gender & Multicultural Issues Family Influences on Career Selection <b>Quiz #4</b> <b>In Class Discussion: Resume &amp; Cover Letter</b>	- Brown: Ch. 5, 6 - PowerPoint
<b>04/04</b>	Special Populations (Serving the homeless, developmentally delayed and mentally ill populations)	- Brown: Ch. 6 - Online Readings & PowerPoint
<b>04/11</b>	Career development program planning, organization, implementation, administration, and evaluation <b>Quiz #5</b>	- Brown: Ch.9, 12-15 - Online Readings & PowerPoint
<b>04/18</b>	<b>In Class Discussions: Interviewing/Resume &amp; Cover Letter</b> <b>Etiquette Dinner</b> <b>Reports:</b>	
<b>TBD</b>	<b>Oral Final Exam</b>	

**GRADING**

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Assignment Summary .....	% Value
Readings, Attendance & Class Participation .....	10%
O*Net Assignment .....	5%
Informational Interview Report .....	5%
In-class Class Discussion Topics.....	5%
Quizzes #1 through #5 (10% each).....	25%
Career Development Program Plan .....	25%
Oral Final Exam & In-class Discussion (20% Oral, 5% Discussion).....	25%

Total..... 100%

**Points/Percentage Grade Equivalency**

95 - 100 = A	82 - 84 = B-	69 - 71 = D+
92 - 94 = A-	79 - 81 = C+	65 - 68 = D
89 - 91 = B+	75 - 78 = C	60 - 64 = F
85 - 88 = B	72 - 74 = C-	

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**CLASS ATTENDANCE**

If a student misses a class for a University excused absence (see IWU catalog for excused absence policy) or for an unexcused absence the student will be required to complete a make-up assignment. **Students are responsible to notify the instructor of an excused absence. All absences will be unexcused until sufficient notification has been provided to the instructor.**

It will be the responsibility of the student to contact the instructor concerning make-up work. All make-up assignments must be completed and turned in by the beginning of the second class after the absence. Each make-up assignment must be clearly titled, identified as a make-up assignment and must show the date of the absence for which the assignment is being submitted.

Any work, assignments, class notes, or other information presented during the class for which the student is absent is the sole responsibility of the student. Please seek this information from fellow students who attended that class session.

Leaving class at break will be counted as missing ½ of a class and counts towards a lower grade. Saturday classes count as two class periods so only one Saturday class can be missed without it impacting your grade.

**Unexcused absences are limited to 1, whether or not the student does the make-up assignment. The second and any additional unexcused absences will result in a 5% reduction of the student’s final grade.**

**LATE ASSIGNMENTS**

Assignments are due on the date given in the syllabus. The grade for assignments turned in after the due date will be reduced by 5% for each week they are late unless you have explicit permission from the instructor.

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**POLICY ON MULTIPLE  
SUBMISSION OF PAPER  
ASSIGNMENTS**

It is the policy of the Graduate Counseling Program that papers submitted for one class may not be submitted for other classes. The student is responsible for informing the instructor when current course papers are substantively similar to previously completed work. A copy of the original paper may be requested by the instructor. Multiple submissions of previous writing is considered to be a form of cheating with the requisite penalties or sanctions.

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***Assignment Descriptions & Due Dates***

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**READING AND CLASS  
PARTICIPATION**

Class Participation: This class is designed to be experiential and interactive. Read to learn! I will not cover all of the readings in class, thus I base 10% of the final grade on completion of assigned readings by their assigned dates/classes and class participation. Group Exercises (part of class participation) and Class Presentations will be a regular part of the class, and demand that you have read the material beforehand. As you share your insights and questions related to the reading, not only do you own the material, but gain from each other's learning.

It is essential that each person actively participate in each class through:

- Speaking up and sharing your views with the class ... even when you must stand alone
- Actively listening to others and interacting with what you hear
- Being creative ... coming up with ideas, questions, insights and challenges
- Initiating discussions ... raising thought provoking questions
- Working with others in teams ... during experiential exercises, group discussions and assignments
- Speaking clearly and concisely without dominating the group discussion
- Exhibiting quality of thinking and originality of insights

Encouraging others to learn and engage actively in the class through your speech, actions and attitude

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**ASSIGNMENTS**

**Assignments:** (For In-class Discussion) (01/26)

- a) **O\*Net Assignment:** You will be expected to complete an assignment regarding O\*Net. An outline will be distributed. **Prepare a 4 to 6 page summary** of your O\*Net Assignment. Submit your prepared summary on the day of discussion.

**Program Development Plan:**

1. The following scenario is used to show your integration of concepts and ideas we have discussed in class this semester. In crafting your responses to the questions below, be sure to explore how the ideas you present during are tied together into a coherent whole and demonstrate a thorough and detailed understanding of the concepts discussed – meaning of work, career development theories, multicultural, ethnic issues, the career counseling process, and assessment.
    - a. You have been hired as a consultant for a private academy for grades 9 through 12. As part of your consultation contract, you are to prepare a *Career Development Program Proposal* that will help the academy provide high quality career exploration and decision-making services for its students. Please note that the proposal is to address the unique student population and recommend, not only programmatic suggestions, but also suggest staffing needs.
    - b. The school is private academy located in central Indiana and is owned and operated by a conservative Christian philanthropic foundation. The 660 student population is made up of 56% Caucasian, 33% African American, 6% Hispanic, and 4% East African. The academy has, in recent years, provided generous scholarships to most of its students. These scholarships have reduced the yearly \$18,000 tuition to a more manageable \$7000 to \$8000 for most families. In addition to reductions in tuition, the school has been involved in several student exchange programs which accounts for the
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- portion of East African students and the addition of 15 to 20 students from Moldova.
- c. The academy recognizes, in this difficult economic period, that they must provide some sort of career services to their student population. They are just not sure how to accomplish that objective.
2. Using the scenarios just mention you will write a 16 – 20 page paper.
    - a. Discuss the career development needs and issues related to the unique student population for this school.
    - b. Identify the career development theories you will use to support the program and discuss in detail how those theoretical perspectives underpin or support your recommendations.
    - c. Outline how your program will address the students' career exploration needs listed below:
      - i. Career awareness
      - ii. Self-awareness
      - iii. Career decision-making skills
      - iv. Economic awareness
      - v. Employability skills
      - vi. Education awareness (Approximately 64% of the students at the academy go on to University settings around the world).
    - d. How might you facilitate the students' development a sense of life purpose or direction that will inform their career decisions? Explain in detail the program you would propose to facilitate this objective.
    - e. Suggest ways that the academy could incorporate your program into its existing academic programs as well as staff.
    - f. Discuss how you will know if your program is successful. What outcome measures will you use? How will the students be different because of the implementation of your program?
    - g. Include a summary paragraph review what you wrote.
  3. The paper should use 12 point font, double-spaced, with at title page and reference page. Your paper should be formatted in APA style including in-text citations with reference page.
  4. Submit your proposal during the last session of the course (04/

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### ***IN-CLASS DISCUSSION TOPICS***

#### **Discussion Topics:**

The class will be divided into small groups that will be responsible for preparing an in-class discussion on a topic selected from the list provided below. The in-class discussions are to be 30 minutes in length.

- a) **Computer Use & Web Review (02/08):** With the Internet rapidly offering career information and advice, your assignment will be to browse the net and critically assess several sites related to job search/career development. An assignment outline will be provided.
- b) **Job Search (02/22):** Provide an overview of the procedures and techniques related to searching for a job. Recognize that only a small number of positions are listed in the classified section of a newspaper. How may a client find out about available positions? What resources should the client use to maximize his/her exposure?
- c) **Interviewing (3/14):** reviewing interview techniques and follow-up practices.
- d) **Resume and Cover Letter (03/28):** prepare a resume writing workshop for the class; include examples, opportunities for class critiquing, differing resume types and purposes, and important elements to make any resume a powerful tool. Discuss the elements a career counseling theorist might recommend should be in the resume.
- e) **Etiquette Dinner (04/18):** We are seeing more interviews conducted around a meal. Most of us are unsure of the proper protocol for such meals. As a result, your clients need to be aware of the techniques and issues related to this form of "job interview" format.

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**QUIZZES &  
FINAL EXAM**

All **Quizzes** in this class – Quizzes #1 through #5 – are multiple-choice and short answer/essay in nature. The content assessed by the quizzes will include all material discussed during the previous session. Quizzes will be administered at the beginning of class and are time limited (20 minutes).

The **Final Examination** is an application focused oral exam that integrates course content as well as personal assessment results. All questions provided to students are focused on applying the course content to real world situations found in counseling or consultation.

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**SPECIAL NEEDS**

Students with disabilities or special needs can discuss alternative evaluation methods with the instructor. Every effort will be made to provide the appropriate resources and support necessary for the student's success. Please communicate any such special needs within the first week of class.

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**PLAGERISM**

Students are expected to exhibit honesty in the classroom, in homework, in papers submitted to the instructor, and in quizzes or tests. Cheating is defined as submitting work for academic evaluation that is not the student's own, copying answers from another student during an examination or otherwise obtaining information regarding examinations not provided directly by the instructor, using prepared notes or materials during an examination, or other misrepresentations of academic achievement submitted for evaluation and a grade. Plagiarism in research writing is considered cheating. Plagiarism is defined by the MLA Handbook as "the act of using another person's ideas or expressions in writing without acknowledging the source... to repeat as your own someone else's sentences, more or less verbatim." Students are expected to submit only their own work. They are expected to give credit when borrowing, quoting, or paraphrasing, using appropriate citations. Violations will be dealt with according to the IWU student handbook.

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**POLICY ON  
ORIGINALITY AND  
UNIQUENESS:**

All papers, projects, presentations, and any other assignment in this class are expected to be original and unique to this class. No work produced in other classes may be used for assignments in this class without the express, written permission of the instructor for this class.

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**COMPUTERS IN CLASS:**

You are allowed to use your laptop computer to take notes in class - in fact we encourage it! However, the following activities are not permitted during class: (1) Any activity that involves connecting to the internet (chat, surfing, posting, email, etc.) unless specifically assigned by the professor, (2) Gaming, (3) Watching video, (4) listening to music or other audio files. Violators will be asked to leave class immediately and all in-class student computers will be turned off for the remainder of the class - please hold each other accountable for adherence to this policy.

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**SYLLABUS CHANGES**

Though it is the intention to follow the basic flow and plan of this syllabus, the instructor reserves the right to make adjustments to more adequately meet the objectives of the class.

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**THE WRITING CENTER**

The Writing Center is a valuable resource for the writing you will do in this class. Trained writing consultants will help you with any stage of the writing process, from developing your topic to polishing your final draft. They WILL NOT write or edit your papers for you, but they WILL help you recognize your weaknesses as writers and provide you with tools for strengthening your writing and editing skills. The Writing Center is located in the new academic building (AB1), Room 222, and is open from 8:00 a.m.—10:00 p.m. Monday through Thursday, 8:00 a.m.—5:00 p.m. on Friday, and noon to 5:00 p.m. on Saturday. To make an appointment, either log on to [www.rich17.com/indwes/](http://www.rich17.com/indwes/), call extension 2189, or stop by the Writing Center.

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The Purdue Online Writing Lab (OWL) is an excellent source for helping you in writing papers that are consistent with the requirements of this class. You can access OWL at <http://owl.english.purdue.edu/>. OWL offers over 200 free resources including:

- Writing and Teaching Writing
  - Research
  - Grammar and Mechanics
  - Style Guides
  - ESL (English as a Second Language)
  - Job Search and Professional Writing
-