

**VANDERBILT UNIVERSITY**  
**PEABODY COLLEGE OF EDUCATION**  
Department of Human and Organizational Development  
Human Development Counseling Program  
**Instructor: Andy Finch**  
**HDC 6100: Career Counseling**

Credit Hours: 3.0  
Schedule a Meeting: <http://www.doodle.com/andyfinch>  
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### COURSE DESCRIPTION

This course in career counseling provides a foundation in career development theories and decision-making models. Counselors in most settings will assist clients with career development and education planning at some point. In addition, both CACREP and NBCC emphasize career development psychology in their standards and exams. Thus, understanding the applicable resources and psychology underlying these processes is integral to being an effective clinical mental health or school counselor. Students will acquire theoretical knowledge, practical competency, and ethical grounding to assist clients in both clinical and school settings.

The course will emphasize understanding the role of diversity, gender, and other life factors in career development. The field of career and vocational counseling has evolved from a focus on assessments, tests, and inventories, to the inclusion of constructivist and relational approaches. At the same time, computer, and web-based systems have supplanted many hand-scored batteries. Students will learn about the development of career counseling, and the place key resources play in today's counseling office. This course is a component of the core HDC curriculum covering career choice theory, occupational trends, vocational guidance, and issues related to career and professional identity.

### PRE-REQUISITES

There are no pre-requisites for this course.

### TEXTBOOKS AND MATERIALS

**Textbook.** There is one required textbook in the course: *Applying Career Development Theory to Counseling, 6<sup>th</sup> Edition*, by Richard S. Sharf (ISBN: [1285075447](#) / ISBN-13: [9781285075440](#)). It is important that you purchase the 6th Edition. Options other than the bookstore include the International Edition (has a different cover but identical content) which is a much more reasonable cost (about \$75) or a rental (about \$50). The VU bookstore has used and new copies available. I suggest searching online first for the 6th edition either used or international for less expensive copies. One other option is an e-book version. The publisher has this available for \$30:

Additional readings may be posted online and can be accessed through LMS.

**Assessments.** Students will be asked to take four assessments prior to the first day of class. If you have taken these assessments since enrolled in your master's program, *and you still have your reports*, you may use those. If not, you will need to take them again. You are encouraged, though, to take them again if possible, as you will receive reports with these administrations that will assist in your class project. The assessments and their costs are:

- Myers Briggs: \$25.95
- Strong Interest Inventory: \$15.95
- StrengthsQuest: \$11.99

You need only pay for the assessments you take. Pay by check or money order made payable to Vanderbilt University.

Dozens of textbooks have been written on the topic of career development. The Sharf text has been chosen because it contains three elements of importance to achieving the goals of this course: (a) a strong focus on lifespan career development; (b) thorough and accessible coverage of central career psychology theories and practical career planning instruments; and (c) integration of specific population concerns throughout the text rather than in one or two isolated chapters. While no textbook can possibly cover every topic to the extent desired by students and instructors, Sharf has produced readable and thorough treatment of the material, and is now in its 6<sup>th</sup> edition.

### COURSE OBJECTIVES

Standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) are adhered to in this class as well as all HDC courses. Career Development is one of the eight common core areas required of all students in CACREP accredited graduate programs. CACREP standards are coded below and are assessed via quizzes (Q), a site visit presentation (P), a personal assessment paper (A), an activity reflection (R), and class participation (CP).

**Knowledge and Skill Outcomes.** At the conclusion of the course, the student will be able to:

1. Understand theories and models of career development, counseling, and decision-making (2.F.4.a., 2.F.4.e., 5.G.1.c. – Q, P, A, R, CP)
2. Implement strategies for career development in schools (2.F.4.f., 5.G.1.c., 5.G.2.c. 5.G.2.k., 5.G.3.c., 5.G.3.e. 5.G.3.j. - Q, P, R, CP)
3. Conceptualize the interrelationships between work, mental well-being, relationships, and other life roles (2.F.4.b., 2.F.4.d. - Q, P, A, R, CP)
4. Understand processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
5. (2.F.4.c., 2.F.1.j., 5.G.2.k. - Q, P, A, CP)
6. Identify and use assessment tools and techniques relevant to career planning and decision making (2.F.4.i., 2.F.7.a., 2.F.7.f., 2.F.7.h., 2.F.7.i., 2.F.7.m., 5.G.3.e. - Q, P, A, R, CP)
7. Understand the impact of heritage, attitudes, beliefs, understandings, spirituality, and acculturative experiences on an individual's career decision-making (2.F.2.d., 2.F.2.f., 2.F.2.g. - Q, P, A, R, CP)
8. Advocate for diverse clients' career and educational development and employment opportunities to address institutional and social barriers that impede access, equity, and success in a global economy (2.F.4.g., 2.F.1.e., 2.F.2.e., 2.F.2.h. - Q, P, A, R, CP)
9. Implement ethically and culturally relevant strategies for addressing career development (2.F.4.j., 2.F.7.m., 5.G.3.c., 5.G.3.j. - Q, P, A, R, CP)

10. Facilitate client skill development for career, educational, and life-work planning and management (2.F.4.h., 2.F.1.b. - Q, P, R, CP)
11. Identify professional counseling organizations, including membership benefits, activities, services to members, and current labor market information and issues (2.F.1.f., 2.F.1.h., 5.G.2.c. - Q, CP)

**Curriculum Standards Addressed.**

<b>CACREP Core Standards – 2.F.4 CAREER DEVELOPMENT</b>		<b>How Measured in HDC 6130</b>
2.F.4.a.	Theories and models of career development, counseling, and decision making	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.4.b.	Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.4.c.	Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.4.d.	Approaches for assessing the conditions of the work environment on clients' life experiences	Quizzes, site visit presentation, activity reflection, and class participation
2.F.4.e.	Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.4.f.	Strategies for career development program planning, organization, implementation, administration, and evaluation	Quizzes, site visit presentation, activity reflection, and class participation
2.F.4.g.	Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.4.h.	Strategies for facilitating client skill development for career, educational, and life-work planning and management	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.4.i.	Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Quizzes, site visit presentation, personal assessment paper, and class participation
2.F.4.j.	Ethical and culturally relevant strategies for addressing career development	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation

<b>CACREP School Counseling Standards</b>		<b>How Measured in HDC 6130</b>
5.G.1.c.	Models of P-12 comprehensive career development	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
5.G.2.c.	School counselor roles in relation to college and career readiness	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
5.G.2.k.	Community resources and referral sources	Quizzes, site visit presentation, personal assessment paper, and class participation

5.G.3.c.	Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
5.G.3.e.	Use of developmentally appropriate career counseling interventions and assessments	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
5.G.3.j.	interventions to promote college and career readiness	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation

<b>Other CACREP Core &amp; Specialty Standards</b>		<b>How Measured in HDC 6130</b>
<b>PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>		
2.F.1.b.	The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.1.e.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.1.f.	Professional counseling organizations, including membership benefits, activities, services to members, and current issues	Quizzes and class participation
2.F.1.h.	Current labor market information relevant to opportunities for practice within the counseling profession	Quizzes and class participation
2.F.1.j.	Technology's impact on the counseling profession	Quizzes, personal assessment paper, and class participation
<b>SOCIAL AND CULTURAL DIVERSITY</b>		
2.F.2.a.	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.2.b.	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.2.c.	Multicultural counseling competencies	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.2.d.	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.2.e.	The effects of power and privilege for counselors and clients	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.2.f.	Help-seeking behaviors of diverse clients	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation

2.F.2.g.	The impact of spiritual beliefs on clients' and counselors' worldviews	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
2.F.2.h.	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Quizzes, site visit presentation, personal assessment paper, activity reflection, and class participation
<b>ASSESSMENT AND TESTING</b>		
2.F.7.a.	Historical perspectives concerning the nature and meaning of assessment and testing in counseling	Quizzes, personal assessment paper, and class participation
2.F.7.f.	Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Quizzes, personal assessment paper, and class participation
2.F.7.h.	Reliability and validity in the use of assessments	Quizzes, personal assessment paper, and class participation
2.F.7.i.	Use of assessments relevant to academic/educational, career, personal, and social development	Quizzes, site visit presentation, personal assessment paper, and class participation
2.F.7.m.	Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Quizzes, site visit presentation, personal assessment paper, and class participation

### **METHOD OF INSTRUCTION**

This course is built on CACREP standards and has both applied and foundational/theoretical content. Thus, the classes have a lecture component as a base with practical, applied elements included. An emphasis is placed on elements of both a seminar and a workshop, depending on the topic at hand. Didactic presentations are complemented by films, group activities, and guest lecturers. It is expected that students will actively participate in all activities and discussions. In addition, practical application of knowledge, case studies, guest lectures, and consideration of specific populations and ethics are woven through the material.

### **ATTENDANCE, PARTICIPATION, AND DISCLOSURE POLICIES**

**Peabody Honor Code.** The Peabody Honor Council Constitution is designed to clarify the compact of academic integrity expected of all students in graduate and professional programs in Peabody College. Should disagreements between students, faculty, and/or other personnel arise within the context of the Honor Code, they will be reviewed, advised, and heard through the Peabody Honor Council. By registering for a course, all students pursuing graduate and professional studies at Peabody College acknowledge the authority of the Peabody College Honor Council. All Peabody College students must be familiar with the Peabody Honor Code and elements of the Peabody Honor Council Constitution.

**Attendance and Participation.** Students are expected to be holistically present and on time to each live session. Participation will be evaluated by monitoring physical attendance and oral participation in class discussions. Please contact the instructor if you must miss a class. Misrepresenting the reason you are missing class (such as presenting artificial doctors' notes or falsely claiming a family emergency) is considered an Honor Code violation as an "action designed to deceive faculty, staff, or other students." Arrangements should be made with the instructor ahead of time about how you intend to access missed material/activities.

**Computer, Smartphone, and Tablet Use.** Learning science has shown the importance of being present in the learning environment not only physically and academically but also interpersonally and intrapersonally. During live sessions, therefore, please refrain from using your electronic devices for surfing the web, texting, e-mail, etc.

**Equity, Diversity, and Inclusion.** As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples' varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

**Student Access.** Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect their ability to complete course assignments or otherwise satisfy course requirements. If you may require accommodations, please contact Student Access Services (615)322-4705 (V/TDD) to discuss and determine any accommodations. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted Student Access Services, please do so as soon as possible. You are also encouraged to see your instructor(s) privately in regards to this matter, ideally no later than the second class meeting of the semester, so that we can ensure that your needs are met appropriately and in a timely manner. I am very happy to work with you to honor any accommodations for which you have been officially approved. However, for me to do so, you will need to share with me our official notification of the accommodations you have received through Student Access Services.

**Mandatory Reporter Obligations.** All university faculty and administrators are mandatory reporters. This means I am required to report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator. This includes events that have occurred anytime, including prior to your enrollment at Vanderbilt, and reported in any fashion—in person or in assigned coursework (e.g., papers, presentations). In addition, it is suggested that all faculty report any allegations of discrimination. I am very willing to discuss with you such incidents should you so desire, but I can only do so in the context of us both understanding my disclosure obligations. If you want to talk with someone in confidence, officials in the Student Health Center, the University Counseling Center, and officials in the Office of the Chaplain and Religious Life (when acting as clergy) can all maintain confidentiality. In addition, officials in the Project Safe Center (Crisis Hotline: (615)322-7233) have limited confidentiality, in that they have to report the incidents they are told of but can do so without providing identifying information about the victim(s).

**Confidentiality.** The nature of this course will provide the opportunity to process personal and sensitive matters. Please remember that any personal information revealed during class time is confidential and should be confined to the class. Students are also asked that personal sharing be sensitive to classmates and guests. Sharing personal experience is encouraged, but stories should be intended to elaborate on or illustrate material for purpose of class discussion. Please avoid sharing “war stories” simply for shock value because memories may trigger issues for other students in the room.

**Emotionally Sensitive Topics.** At times this semester, we may be discussing topics that could be disturbing to some students. If you feel the need to excuse yourself during any of these discussions, either for a short time or for the rest of the live session, you may do so without academic penalty (please do keep up with any academic material you miss and touch base with me afterward so that I can make sure you're okay). If you wish to discuss your personal reactions to this material, either with the class or with me, I would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a counselor.

**Scheduling Appointments.** To schedule a meeting, please use my Doodle scheduling calendar and select at least a couple of meeting time options: <https://doodle.com/andyfinch>

## **COURSE CALENDAR**

### ***Course Introduction and Trait & Type Theories***

#### **I. Theory & Practice of Career Counseling**

- Introduction, Sharf, Ch. 1

#### **II. Trait & Type Theories**

- Trait & Factor Theory, Sharf, Ch. 2
- Work Adjustment Theory, Sharf, Ch. 4
- Holland's Theory of Types, Sharf, Ch. 5
- Myers-Briggs Type Theory, Sharf, Ch. 6

### ***Career Development in Context***

#### **I. Diversity and Advocacy**

- Serving Diverse Populations: Understanding Changing Demographics, Intersecting Identities, and Best Practices, Gauthier (LMS)

#### **II. Special Focus Theories**

- Constructivist & Narrative Approaches to Career Development, Sharf, Ch. 11 (313-347)
- Relational Approaches to Career Development, Sharf, Ch. 12 (348-367)
- Krumboltz's Social Learning Theory, Sharf, Ch. 13 (368-392)
- Social Cognitive Career Theory, Sharf, Ch. 14 (393-415)
- Chaos Theory of Careers: A User's Guide, Bright & Pryor (LMS)

### ***Theories of Career Development Across the Lifespan***

#### **I. Childhood & Adolescent Career Development**

- Career Development in Childhood, Sharf, Ch. 7 (185-220)
- Adolescent Career Development, Sharf, Ch. 8 (221-251)

#### **II. Late Adolescent & Adult Career Development**

- Later Adolescent & Adult Career Development, Sharf, Ch. 9 (252-287)
- Adult Career Crises and Transitions, Sharf, Ch. 10 (286-311)
- Career Decision-Making Approaches, Sharf, Ch. 15 (416-447)

## **STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

An assignment sheet will be created for each project, and a grading rubric will be designed based on the components of the assignment. *Late papers will lose five points for the first day late, and one point for each additional day.* Papers over one week late will not be accepted unless special arrangements are made with the instructor. The Vanderbilt Honor Code applies to all assignments. Class requirements and their weight in terms of your course grade are as follows:

- |                                |                    |
|--------------------------------|--------------------|
| 1) Online Quizzes –            | 30% of final grade |
| 2) Site Visit Presentation –   | 20% of final grade |
| 3) Personal Assessment Paper – | 25% of final grade |
| 4) Activity Reflection –       | 25% of final grade |

### GRADING SCALE

A	94-100	C	77-79
A-	90-93	C-	74-76
B+	87-89	C-	70-73
B	84-86		
B-	80-83		

#### **Personal Assessment Paper – 25%**

Students will be asked to take a series of career assessments/inventories and prepare a written report on their findings. Description of this assignment will be posted on LMS. Post paper on LMS in the Assessments link.

#### **Site Visit Presentation – 20%**

Groups of three students will choose a local organization that provides career counseling and visit that organization. Students will present their organization with a slide presentation to the class **during the second or third weekend of the course**. A list of possible organizations will be provided, though students may select a different organization. Students must post their group members, organization, and presentation slot on google drive. Post slides on LMS in the Assessments link any time *prior to your presentation*.

#### **Activity Reflection – 25%**

Students will employ at least one career counseling activity that ***does not involve a standardized/computer-based assessment*** and write a reflection paper (about 5-pages) on the experience. HDC students will do the activity at their site with an individual client/student, a small group, or as part of a classroom guidance or training session. Non-counseling students will do the activity with someone they know who is not enrolled in the course. Description of this assignment will be posted on LMS. Post paper on LMS in the Assessments link.

#### **Quizzes – 30% of final grade (10% for each quiz)**

An online quiz will be posted on LMS for about one week after class meets. Students will need to complete the quiz before the next class meeting. The quizzes will be open note and open book, but will have a time limit, so you are encouraged to finish the readings before starting the quiz.