

ANTIOCH UNIVERSITY

SEATTLE

Career Development & Counseling

Institutional Information

Antioch University Seattle

Master of Arts in Clinical Mental Health Counseling (CMHC) Program

Basic Course Information

COUN 5270

Group Counseling

3 credits (quarter)

(Term, 2019)

Required prerequisites: COUN 5060 Communication and Counseling Skills

(First and last day of the course)

(Meeting times and locations (On Campus, Hybrid (w/ ASYNC & SYNC) and/or Online denoted per date)

Instructor Information

(Instructor's name)

2400 3rd Avenue, Suite 200, Seattle, WA 98121

(Individual campus phone number or leave blank for adjunct)

(Antioch email address (only - Do not include personal or other email address.))

Office hours/instructor availability:

(ZOOM Drop-in Hours and link)

Course Owner and Course Liaison Information

- **Primary Course Owner/Liaison:**
Katherine Fort, PhD, LMHC: kfort@antioch.edu
- **Secondary Course Owner/Liaison:**
Dani Baker, MA: dbaker1@antioch.edu
- **Course Consultant:**
Michelle Byrd, MA: mbyrd1@antioch.edu

Course Description

This course will examine the world of work, life career development, career decision- making theories, the process and techniques of career counseling and the interrelationship between career and life balance issues and mental health; these issues will be discussed using multicultural and social justice frameworks. Attention will be given to career issues related to issues of diversity including (but not limited to) gender, class, cultural differences, disabilities and challenges related to a changing work environment.

Prerequisite: COUN 5060: Communication and Counseling Skills.

Program Competencies & Outcomes

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.

Primary Learning Objectives (PLOs):

By successfully completing the requirements for this course, participants will be able to:

1. To become familiar with historical and current career development theories, a variety of career assessment tools, and standardized testing, and to understand their applications and issues of diversity in the career counseling process.
2. To understand the basic process and techniques of career counseling and acquire skills in career assessment interviewing in a socially and culturally diverse context.
3. To explore issues, challenges and consequences for individuals and their families as a result of the changing world of work.
4. To learn about career development program planning, organization, implementation, administration and evaluation; career vocational, educational, occupational and labor market information resources and career information systems.

Related 2016 CACREP Standards:

2.E. Current counseling-related research in the curriculum
2.F.1.j. Technology's impact on the counseling profession
2.F.2.a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally ^[1] _[SEP]
2.F.2.c. Multicultural counseling competencies ^[1] _[SEP] f. help-seeking behaviors of diverse clients
2.F.4.a. Theories and models of career development, counseling, and decision making
2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles ^[1] _[SEP] and factors ^[1] _[SEP]
2.F.4.c. Processes for identifying and using career, vocational, educational, ^[1] _[SEP] occupational and labor market information resources, technology, and ^[1] _[SEP] information systems
2.F.4.d. Approaches for assessing the conditions of the work environment on ^[1] _[SEP] clients' life experiences
2.F.4.e. Strategies for assessing abilities, interests, values, personality and other ^[1] _[SEP] factors that contribute to career development
2.F.4.f. Strategies for career development program planning, organization, ^[1] _[SEP] implementation, administration, and evaluation

2.F.4.g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
2.F.4.h. Strategies for facilitating client skill development for career, educational, and life-work planning and management
2.F.4.i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
2.F.4.j. Ethical and culturally relevant strategies for addressing career development
2.F.7.b. Methods of effectively preparing for and conducting initial assessment meetings

Student Learning Objectives	Key Performance Indicators	Direct Evaluative Methods
1. Identify and apply various historical and present-day career counseling theories (2.E., 2.F.4.a.-j.)	(S) Appropriate application of specific career counseling skills from a variety of historical and present-day theories (K) Awareness and understanding of various career historical and present-day career counseling theories and their utility/impact when used across a variety of client populations and the multicultural impacts of such theories (D) Ability to appropriately discern, utilize and integrate career theories into counseling sessions	<i>Completed course readings; active in-class participation; career practice skills experiences (as counselor and client); application and integration of career theory in all papers & Poster Presentation; summation and integration of career theory, skills, mental health and multicultural counseling integrations in final Case Study and Synthesis paper.</i>
2. Perform career assessment tools/inventories (2.F.1.j., 2.F.2.a.-j., 2.F.7.b.)	S) Appropriate application and interpretation of specific career counseling assessments/inventories (K) Awareness and understanding of various career counseling assessments/inventories and their utility when used across a variety of client populations and the multicultural impacts of such assessments (D) Ability to appropriately discern, utilize and integrate career theories into counseling sessions	<i>Take and self evaluate results of self MBTI and Strong Interest Inventory; evaluate classmate(s) results of various career assessments; evaluate case study career assessment results.</i>
3. Articulate awareness and ability to perform career counseling skills in socially and culturally diverse contexts (2.E., 2.F.4.a.-j.)	S) Appropriate application of general and specific career counseling skills within and for various diverse populations (K) Awareness and understanding of general and specific career counseling within and for various	<i>Completed course readings; active in-class participation; career practice skills experiences (as counselor and client) in relation to culturally and contextually diverse cases/scenarios; reflection of impact and utility of career</i>

	diverse populations (D) Ability to appropriately discern, utilize and integrate general and specific career counseling within and for various diverse populations	<i>theory/ies in self-assessment, poster presentation, final case study paper in relation to socio-cultural context.</i>
4. Understand the implications of work and career on both individuals and families (2.F.1.j., 2.F.2.a.-j.)	S) Appropriate application of general and specific career counseling skills within and for individuals and families (K) Awareness and understanding of general and specific career counseling within and for individuals and families (D) Ability to appropriately discern, utilize and integrate general and specific career counseling within and for individuals and families	<i>Completed course readings; active in-class participation; career practice skills experiences (as counselor and client); application and integration of career theory in all reflection papers; summation and integration of career theory in self-assessment, poster presentation and final case study paper.</i>
5. Identify and utilize a wide range of career information systems (2.E., 2.F.2.a.-j.)	S) Appropriate application of specific career information systems (K) Awareness and understanding of general and specific career information systems (D) Ability to appropriately discern when and how to utilize and integrate career information systems application with clients	<i>Apply career information system information and resources with final Case Study Paper.</i>

Learning Experiences

Pedagogical Design: This course is a mix of didactic and experiential learning and will be taught in a hybrid modality. Attendance (for both on-campus and synchronous remote classes), completion of all online work (discussion forums and any recorded lecture material), and overall active participation are crucial for success. Students will explore the goals outlined through didactic lectures and experiential work including reading, large and small group discussion, videos, skills practice, research, interviewing and writing. All phones should be silent during class. Laptops should only be used for class related activities.

Because of the experiential learning inherent in this course, the instructor uses an emergent design process, which means that the instructor may change the design of the course depending upon group and class development needs. The instructor will discuss this process with student participants should the need arise.

Learning Resources

Required Textbooks & Readings	
Book Titles & Authors	ISBN
Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2014). <i>Career counseling: Holism, diversity, & strengths</i> (4th ed.). Boston, MA: Allyn and	ISBN: 9781556203336

Bacon.	
Busacca, L. & Rehfuss, M. (2017) <i>Post modern career counseling: A handbook of culture, context and cases</i> . Alexandria, VA: American Counseling Association.	ISBN-13: 978-1556203589 ISBN-10: 1556203586
*Other required readings (articles, chapters, etc.) will be posted on Sakai.	

Required Assessments:

Strong Interest Inventory & MBTI – (both will be taken online – see last page for instructions)

Required Journal Articles:

Article 1:

Tracey, T. J. G. (2008). Adherence to RIASEC structure as a key career decision construct. *Journal of Counseling Psychology*, 55(2), 146-157. doi: [10.1037/0022-0167.55.2.146](https://doi.org/10.1037/0022-0167.55.2.146)

Article 2:

Blustein, D. L., Murphy, K. A., Kenny, M. E., Jernigan, M. Perez-Gualdron, L., Castaneda, T., Koepke, M., Land, M., Urbano, A., & Davis, O. (2010). Exploring urban students' constructions about school, work, race, and ethnicity. *Journal of Counseling Psychology*, 57(2), 248-254. doi: [10.1037/a0018939](https://doi.org/10.1037/a0018939)

Article 3:

Budge, S. L., Tebbe, E. N., & Howard, K. A. S. (2010). The work experiences of transgender individuals: Negotiating the transition and career decision-making processes. *Journal of Counseling Psychology*, 57(4), 377-393. doi: [10.1037/a0020472](https://doi.org/10.1037/a0020472)

Article 4:

Keizer, R., Dykstra, P. A., & Poortman, A. (2010). The transition to parenthood and well-being: The impact of partner status and work hour transitions. *Journal of Family Psychology*, 24(4), 429-438. doi: [10.1037/a0020414](https://doi.org/10.1037/a0020414)

Article 5:

van Steenbergen, E.F., Kluwer, E. S., & Karney, B. R. (2011). Workload and the trajectory of marital satisfaction in newlyweds: Job satisfaction, gender, and parental status as moderators. *Journal of*

*Additional readings may be assigned by the instructor in class

Course Requirements

1. Adherence to Antioch University Seattle procedures stated in the syllabus and defined in the Antioch University Seattle Catalog:
<http://www.antiochseattle.edu/registrar/aus-catalog/>
2. Submitting ALL course assignments on time—**late work is not accepted** unless emergency documentation is provided
3. Course Evaluations: Students evaluate all courses during mid-term and at the end of the quarter. The final course evaluation is required for all students in all courses.

Additionally, to earn credit for this course, all students must meet minimum attendance (students should not miss any classes unless emergency documentation is provided; missing more than one class will result in a failing grade for this course), scholarship, and competence standards. These requirements are as follows:

Complete assigned readings (see CLASS SCHEDULE below).

Complete all assignments by due date (see CLASS SCHEDULE below).

Written work should be typed and turned in *hard copy*, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas; **Papers should reflect APA format** where applicable (all citations, even in reflection papers, must follow APA).

Students are expected to **demonstrate graduate level** analytical thinking as well as self-reflection and self-critique.

Assignments are expected to be **on time**. Assessments that do not follow APA writing guidelines will be considered below graduate level work and will place the student in jeopardy of not receiving credit for the course. Instructor may ask students to re-write papers when necessary and students will likely receive an average of the two posted marks.

Course Assignments and Schedule

The schedule of assignments and course content are subject to change at the discretion of the faculty member. Please be available during Week Eleven to accommodate any required changes in schedule (e.g., in response to emergency situations).

Reading: Read all assigned material *before* the class meeting each week.

Assignments: Major assignments include a Group Poster Presentation, Career Self-Assessment Paper, and Final Project. Online work is assigned on weeks class does not meet in person. Reading will be assigned on a weekly basis. Students are also required to complete two online assessments. Please note that the syllabus is subject to change due to unforeseen circumstances, students' need, availability of resources, and/or changes in course requirements/learning objectives. Changes to the syllabus will be provided to

students as soon as possible.

1. Career Self-Assessment Paper:

Write a brief (6-8 pages) paper, evaluating and analyzing your **own** career development using the theoretical perspectives of Holland, Super, and Krumboltz. Please be sure to include the following points:

- Describe your career and your job choices from the perspective of the theorists, demonstrate your understanding of all three of these theories, explain what you find meaningful about them, and then critique them. Feel free to recommend another theoretical perspective that you believe is more meaningful to you, or more accurately reflects your own theoretical orientation as a therapist.
- Include a brief narrative on your ADDRESSING model.
- Include your own career genogram (can add family/marital and cultural components if desired) and discuss any patterns that emerge. **Due Class 5.**

2. Group Poster Presentation:

Research a topic related to careers or work that may present as an issue in a counseling context. You will sign up for a research topic in class, create and present a poster based on your findings, and write a 1-2 page handout including important points, resources, and references on the subject. The topics are broad, so feel free to focus on a specific area within the overall topic if desired. Please make sure to cover the following points in your presentation:

- **General information about the topic**
- **Counseling implications & recommendations**
- **Resources**

You may use class books **plus** at least two other references per person. **Due Class 8.**

- a. **Be prepared to present in class on Week 8.** We will have a gallery walk of the posters.
- b. Provide the instructor with a hard copy of the handout.
- c. **Either** print out copies for the class or post it under student resources on Sakai.

3. Final Project:

Conduct a **Life Career Assessment** interview and gather information for a **Genogram** and an **ADDRESSING model** discussion with an individual who identifies with multiple ADDRESSING-related identities different from your own. **Do not** use a family member, close friend or someone with

whom you have a dual relationship. You may use a classmate or someone else who is willing to spend up to 90 minutes with you (if you use someone who is not a student, please create and have your interviewee sign a release form that states you are completing the interview as part of a class assignment and will share the interview information with your instructor). Write an 8 to 12 page paper including the following points:

- Discuss the interviewee's work experience, education, mental health considerations/counseling experiences, and training, recreational and leisure interests and activities, and strengths and obstacles related to work.
- Identify the gender, cultural, ethical considerations, and personal issues that might affect this interviewee in his/her career. Include a complete ADDRESSING model in your description of the interviewee.
- Include a career genogram for your interviewee, and discuss any patterns that emerge.
- Theorize your interviewee's Holland code and MBTI preference, and give evidence to support your theory.
- Apply Super, Krumboltz *and* any other career theories which might be most relevant to this interviewee, and again, give evidence to support your suggestions.
- Develop a Career Action Plan which identifies next steps, suggests "homework assignments" and appropriate goals. Include your recommendations for additional assessment, evaluation or research tools. Feel free to be creative.
- Critique the interview process, including self-evaluation of your comfort with the process. What did you do well, not so well? What did you learn from the process? **Due Class 10.**

Assessment Criteria: Assignments and reading must be completed by due date. For every day a written assignment is late, it will be assessed at a decreased level of competency. Assessment of learning will be based on attendance, class participation, class presentation, written work and final project based on Competency Areas and Competency Level Demonstrated. No credit will be granted to students missing more than one class. Written work should reflect graduate level quality (i.e. typed, double spaced, proofed, and following APA format.) (See Appendix A: Rubrics)

Students are assessed as defined below. In order to be granted credit for a specific course, students must demonstrate an overall **minimum level of competency**. In order to successfully move into the internship year, students must demonstrate an overall **competency level** in all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall competency level in at least 75% of course/learning assessments for their program.

COURSE SCHEDULE

The schedule assignments and course content are subject to change at the discretion of the faculty member(s).

Week	Related CACREP Competencies	Topic(s)	Reading Due	Assignments Due
Week 1 (On Campus)	2.F.2.a, 2.F.2.c & f, 2.F.4.b., 2.F.4.g., 2.F.4.i., 2.F.4.j.	<i>Introductions, course overview, introduction to life career development, multicultural and global career and job market considerations (the ADDRESSING model), intro to ethics of career counseling, historical perspective of work/career and life planning.</i> <i>Sign up for theory gallery walk and group poster presentation.</i>	Chapters 1-3 in Busacca	None
Week 2 (Online)	2.F.4.a., 2.F.4.b., 2.F.4.h., 2.F.4.i., 2.F.7.b	<i>Theories of Career Development, Assessment, and Decision-Making and Life Planning skills/development.</i>	Chapters 1 & 2 in Gysbers Article 1 <i>*Chapters 1, 2, 6 as well as portions of 7, 8, 9 that are related to Super, Krumboltz and Holland theories</i>	Complete Strong Interest Inventory and MBTI (see instructions on the last page) Week 2 Online Activities & Forum Posts

			<i>in Liptak</i>	
Week 3 (On Campus)	2.F.4.a.	<i>Theory Gallery Walk Holland's Typology & Strong Interest Inventory.</i>	Chapters 3-5 in Gysbers Articles 2 & 3 <i>*The remainder of Chapters 7,8,9 in Liptak</i>	Be prepared to create a poster for the Theory Gallery Walk in class Bring Strong Interest Inventory results
Week 4 (Online)	2.E. , 2.F.1.j, 2.F.2.a, 2.F.2.c & f, 2.F.4.c., 2.F.4.f., 2.F.4.h.	<i>The Changing Workplace. Labor market research tools, skills refinement, program evaluation tools for career counseling</i>	Chapters 6 & 7 in Gysbers Chapters 4 & 5 in Busacca Articles 4 & 5	Week 4 Online Activities & Forum Posts
Week 5 (Online)	2.F.2.c & f, 2.F.4.b., 2.F.4.c., 2.F.4.e., 2.F.4.g., 2.F.4.i., 2.F.7.b	<i>Career Assessment Tools. Card sorts, values exercise, skills/interests and multicultural considerations in values work</i>	Chapters 10-12 in Gysbers Choose 3 chapters in Busacca: of Chapters 6-14	Career Self- Assessment Paper Week 5 Online Activities & Forum Posts
Week 6 (Online)	2.F.2.c & f, 2.F.4.b., 2.F.4.c., 2.F.4.e., 2.F.4.h.	<i>Job Search Skills. Job search tools. Interviewing. Transferable skills.</i>	Chapters 14 & 15 in Gysbers Choose 3 chapters in Busacca: of Chapters 15-22	Week 6 Online Activities & Forum Posts
Week 7	2.F.2.c & f,	<i>The Career Counseling Process: Intake, Ethical</i>	Chapter 8 & 9 in Gysbers	None

(On Campus)	2.F.4.a., 2.F.4.i. 2.F.4.b., 2.F.4.c., 2.F.4.e., 2.F.4.f. , 2.F.4.g., 2.F.4.h., 2.F.4.j., 2.F.7.b	<i>Considerations, Evaluation, Themes and Goal Setting. Life Career Assessment. Genograms, Multicultural factors in assessment and goal setting Mid-term evaluation.</i>	<i>*Chapters 3,4,5 in Liptak</i>	
Week 8 (On Campus)	2.F.2.a, 2.F.2.c & f, 2.F.4.a., 2.F.4.f., 2.F.4.g.	<i>Discuss mid-term evaluations. Workplace & Diversity Group Poster Presentation Gallery Walk. Myers Briggs Type Indicator.</i>	Chapter 13 in Gysbers	Group Poster Presentations & Handouts Bring MBTI & Strong Interest Inventory results
Week 9 (On Campus)	2.F.2.c & f, 2.F.4.b., 2.F.4.e., 2.F.4.h.	<i>Strengths Assessment. Resume Workshop.</i>	Chapters 16-18 in Gysbers	Bring Resume
Week 10 (Online)	2.F.2.c & f, 2.F.4.a., 2.F.4.b., 2.F.4.d., 2.F.4.e., 2.F.4.f., 2.F.4.g., 2.F.4.h., 2.F.4.i., 2.F.4.j. , 2.F.7.b	<i>Final Synthesis & Case Study Presentations Closing and Final Course Evaluations</i>	None	Final Synthesis & Case Study Due Week 10 Online Activities & Forum Posts

Attendance and Participation

This is an experiential class with dyad/triadic processing activities that provide opportunities to interact with and learn from your peers. Such activities are significant factors in your educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and peer practice sessions at the graduate level. Students are expected to demonstrate interpersonal effectiveness, openness to feedback, and respect for the community of learners.

Each student is expected to be on time and attend for all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the 90% standard of attendance, it is the student's

responsibility to arrange for appropriate makeup work with the instructor. No makeup work will be permitted and no credit will be granted in those cases where 20% or more of the total class meeting time has been missed.

If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. Furthermore, as stated in Antioch University's attendance policy, missing more than one class for any reason may result in a No Credit evaluation. It is the policy of the instructor that students who are more than 15 minutes late will receive a loss of attendance for that class period.

Scholarship

Completion of written assignments should be typed, double-spaced, proof read, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students should submit papers electronically through Sakai ("Assignments"). All written papers must conform to M.A. Psychology style and writing standards of graduate level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. No students will be permitted more than one opportunity to re-write a paper that fails to meet M.A. Psychology scholarship standards. No re-written final papers will be accepted beyond the end of the eleventh week of the quarter.

Competency

CFT/CMHC/CAT COURSE & PROFESSIONAL COMPETENCY ASSESSMENT CRITERIA

COURSE COMPETENCY: In order to be granted credit for a specific course, at a minimum, all CFT, CFT/CAT, CMHC, CMHC/CAT students must demonstrate an overall "Required Competency".

CFT/CFT-CAT STUDENTS: Additionally, in order to successfully move into the internship year and to graduate, students must demonstrate overall "Intermediate Competency" in 50% of courses within each of the nine competency domains for the CFT program. A comprehensive student review by the faculty occurs early and various points in their progress through the curriculum. If the student falls below competency in any of the courses or if the student fails to achieve intermediate competency in a minimum of 50% of courses within one or more competency domains, a Student Development Plan (SDP) will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement.

CMHC/CMHC-CAT STUDENTS: Additionally, in order to successfully move into the internship year, students must demonstrate an overall "Intermediate Competency" in at least 50% of "required" courses to date, and in order to successfully graduate the student must demonstrate an overall "Intermediate Competency" in at least 75% of "required" courses. A comprehensive student review by the faculty occurs at early and midpoints in their progress through the curriculum. If the student falls below competency in 50% of "required" courses as they prepare to enter internship, a Student Development Plan (SDP), will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement.

PROFESSIONAL CORE COMPETENCY: In addition to the competencies specific to each course, CFT/CMHC students are also evaluated on 5 areas of **Professional Core Competencies (PCC)**, with subsidiary **Skill or Knowledge Domains (SKD)**, to be demonstrated in each course and throughout their graduate counseling or therapy experience with peers, faculty, clients, and colleagues. These Professional Core Competencies are:

PCC – Professionalism and SKD – Professional:

Adheres to the ethical guidelines of AAMFT/ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

PCC - Reflective Practice and SKD – Perceptual:

Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.

PCC - Applied Critical Thinking and SKD - Conceptual/Evaluative:

Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.

PCC - Diversity and Social Justice and SKD – Executive:

Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in microaggressions. Microaggressions for these purposes are defined as; subtle or overt communications lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally or unintentionally.

PCC - Written Communication and SKD – Conceptual/Evaluative:

Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master's level technical writing skills and APA style. Does not engage in plagiarism of any type.

Depending on the reasons for failing a course, or not meeting Course or Professional Competency Standards required for CFT/CMHC/CAT Assessments as outlined above, a student might be required to re-take a class, to engage in additional learning in an area assessed at a lower competency level, or in some cases to take a leave of absence to address personal issues, which under certain circumstances might include involving themselves in their own personal counseling.

“Below Competency” reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. Failure to meet minimum attendance, graduate-level of written work, submission of assignments, and contribute practice lab sessions. A lack of self-awareness, cultural awareness, and harmful use of counseling skills and interactions with peers. Defensive attitude toward feedback.

“Required Competency” indicates beginning sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Minimum attendance is met, all the assignments are submitted with graduate-level of written work, and participated all the in-class practice lab sessions. Receive and provided feedback effectively, and demonstrate multicultural awareness. Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (*unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted*). As a mastery-learning course, assignments will be returned with a **P** (Pass) or **I** (Incomplete). Prompt attendance, reflective

preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.

“Intermediate Competency” denotes the student has met the “Required Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria. Demonstrate insightful reflections, synthetic and critical thinking, and active risk-taking in practicing new skills. Reflection papers including intrapersonal challenges and developments, as well as multicultural awareness and competency. Integrate feedback to professional development in both oral and written presentations.

“Advanced Competency” is reserved for practicum/internship coursework.

Counselor Competency & Fitness

Antioch University is obligated, as a CACREP-equivalent institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, Section F.5.b. states that “students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

Section F.8.d. states Addressing Personal Concerns Counselor that “educators may require students to address any personal concerns that have the potential to affect professional competency.” Further, Section F.9.b. states “Counselor educators 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

In this course, you are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. You are encouraged to seek professional assistance and notify your instructor if you feel that your work is being compromised.

- Reading assignments with due dates
- Assignments (papers, projects, exams, presentations) with due dates

Audio- or Video-recording of Classes

- Audio- or Video-recording of Classes
Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in

accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

Evaluation Procedures

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.

5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

University Policies

· Antioch University Policies:

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to Jane Harmon Jacobs, Academic Dean, Jharmonjacobs@antioch.edu or 206.268.4714.

Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4822 or dss.aus@antioch.edu.

Library Services and Research Support

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. In addition, you will also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or bstuart@antioch.edu.

Writing Support at Antioch University

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

Writing Lab (room 323 Library/CTL): The Writing Lab offers *free* peer-based writing consultations (schedule directly online at <https://antiochctl.mywconline>; call 206-268-4416; or email writinglab.aus@antioch.edu) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by students here. Check their [website](#) for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

The Writers' Exchange (WEX): fee-based writing support

The **Writers' Exchange** (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

Optional Texts

Liptak, J. J. (2001). *Treatment planning in career counseling*. Toronto, ON: Brooks/Cole.

Swanson, J. & Fouad, N. (2015) *Career theory and practice: Learning through practice*. (3rd ed.) Thousand Oaks, CA: Sage.

MA Programs Multicultural References

Lee, C. C. (Ed.). (2006). *Multicultural issues in counseling: New approaches to diversity* (3rd ed.). Alexandria, VA: American Counseling Association.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). New York, NY: Guilford Press.

Internet Resources

Washington Occupational Information System (WOIS) (2002)

www.wois.org

National Occupation Information

www.onetcenter.org

Occupational Outlook Handbook

www.stats.bls.gov/ocohome.htm

Career One Stop

<http://www.careeronestop.org/>

Keirsey Temperament Page

www.keirsey.com

Career Resource Center

www.careers.org

Vault. com – The insider

www.vault.com

Cover Letters

www.careerlab.com/letters/

Washington Jobs

www.washjob.com

Non-profit jobs

www.idealists.com

Ask Eric

www.eric.ed.gov

National Career Development Association

http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page

What can I do with my personality type (MBTI?)

<http://cms.bsu.edu/about/administrativeOffices/CareerCenter/Explore/Assessment/TypeFocus/WhatPersonality.aspx>

What can I do with a major in...

<http://www.uncw.edu/career/WhatCanIDoWithaMajorIn.html>

Appendix A Rubrics

Assignment: Career Self Assessment Paper

Student name _____ Date _____

Career Self Assessment Paper	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>
Integration of career theory to review of own career development timeline				
Reflection on mental health/personal growth within career development				
Demonstration of openness to feedback				
Multicultural Considerations				
Connection to personal and professional growth and plans for future				
Appropriate length, APA style, Minimum 3 references				
Timely submission				
Overall Quality				

Assignment: Poster Presentation

Student name _____ Date _____

Poster Presentation	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>

Provided clear information about the chosen topic				
Integrated overall counseling implications				
Demonstration of openness to feedback				
Multicultural and Ethical Considerations				
Provided clear resources				
Appropriate length, APA style, Minimum 3 references				
Timely submission				
Overall Quality				

Assignment: Final Project (Case Study)

Student name _____ Date _____

Final Project/Case	<i>Intermediate Competency</i>	<i>Required Competency</i>	<i>Below Competency</i>	<i>Additional Comments</i>
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Study				
Integration of career theory to review of Case Study's career development timeline				
Reflection on mental health implications within career development of Case Study				
Demonstration of openness to feedback				
Multicultural and Ethical Considerations				
Connection to Assessment results, online/job search resources, personal and professional growth and plans for future				
Appropriate length, APA style, Minimum 3 references				
Timely submission				
Overall Quality				

Appendix B
Sample Informed Consent

PARTICIPATION IN CASE STUDY INTERVIEW – INFORMED CONSENT

I volunteer to participate as a case study interviewee of a graduate student of Antioch University Seattle’s COUN-5270 “Career Development and Counseling” course. I understand that I will be asked to conduct one or two interviews, totaling about two hours, in order to provide a sample of a real person’s current career-related questions, challenges, hopes, and similar issues. I understand that the interview(s) will include questions about my personal identity and cultural background; educational and work history; career-related goals, values, interests, skills, and personality; current life situation in terms of income, career, family, and lifestyle; and obstacles that I am facing in achieving my work/career-related goals. I understand that the interview session(s) may also include one or more assessment questionnaires or activities, related to career decisions.

I understand that I may decline to answer any questions or to complete any questionnaires that I am not comfortable answering or completing. I also understand that all information that I provide, along with the student interviewer’s interpretations, will be read by the course instructor, (Faculty Name), who is available—at (206) 268- and @antioch.edu—for licensed career counselor referrals or to discuss any concerns that I may have about this assignment. I understand that there are certain situations in which information may be released without my consent, such as those in which there is clear and imminent danger to myself or another. I understand that beyond the course instructor and endangerment situations listed above, however, any information that could identify me will be kept strictly confidential.

I understand that the purpose of these one or two interviews is to provide the student interviewer with practice in performing an initial career counseling assessment, collecting information that would hypothetically be necessary to begin developing a career counseling plan. I understand that this student will not be providing me with counseling services. I am aware that my participation is voluntary and unpaid, and that by (date) the student will provide me with a letter summarizing: a) the information that I provided in my inter-view(s), b) results of assessments conducted and interpretations of those results, c) and hypothetical counseling plan, if said student were practicing as a career counselor and if I were the client.

I hereby acknowledge that I have read, fully understand, and agree to the conditions described in this form and freely give my consent to participate.

Interviewee’s Signature _____ Date _____

Interviewee’s Name (Printed) _____

Student Interviewer’s Signature _____ Date _____

Student Interviewer’s Name (Printed) _____

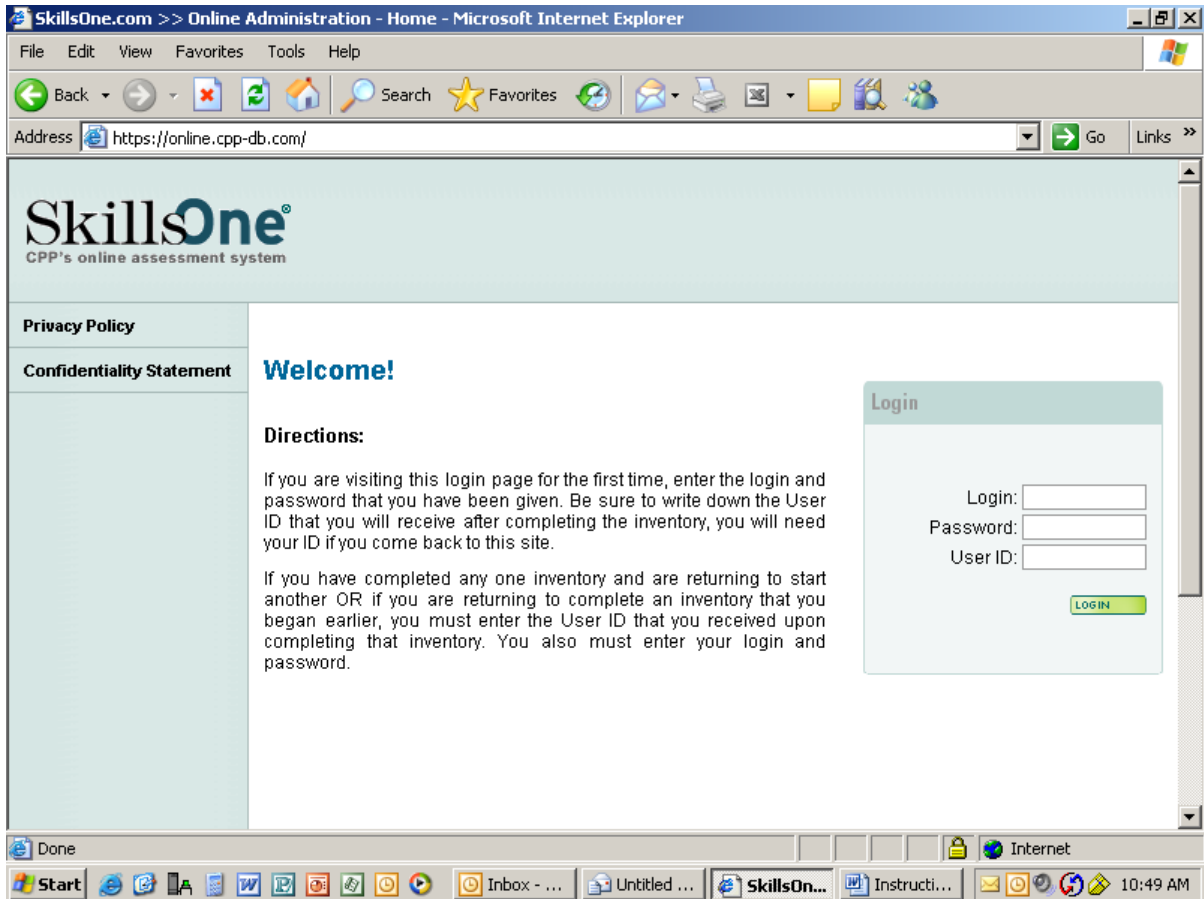
Appendix C
Assessment Instructions

Instructions for Taking Career Assessments

Go to the web address <http://online.cpp.com>

- Login: AUS Student
- Password: career 527
- User ID: (leave this blank THE FIRST TIME)

Click the Login.



The **Myers Briggs Type Indicator** takes a positive look at your personal style and how it relates to occupations you might be drawn to as well as the work environment that would fit you best. It helps you clarify your way of learning new things, being with people, making decisions and organizing your life. It doesn't try to put you in a box. Instead it helps you understand your preferences or tendencies.

When answering the questions, please keep the following in mind:

- There are **no right or wrong answers**
- Think about what you tend to do in more situations than not. When you read the options offered in each question, you may find both of them equally appealing, depending on the circumstance. It may be helpful to think of what you would feel more comfortable doing, regardless of the situation.
- Think about what you actually do, not what you or other people think you should do.
- Think about your preferences in general terms, not just at work.
- Your **first response** is probably the most accurate, so try not to overanalyze or second-guess yourself.

The **Strong Interest Inventory** is an in depth exploration of your interests and favorite activities, and how they compare to people in a variety of occupations who enjoy their work.

In this inventory, there will be lists of occupations, work and leisure activities, school subjects, etc. For each of the items listed, you'll be asked to say whether, if you had the chance, you would like, be indifferent or not like to do it. Your choice should be based totally on what you would or wouldn't enjoy doing, rather than your skills, experience, the job market or even how much you know about it. Based on your responses, you will be given a number of occupational choices that you can examine more closely in terms of skills and work opportunities. Please answer as many of the questions as possible.

1. **Select the assessment you want to take first and click Begin.**
2. Practice clients: TAKE BOTH and take MBTI first—have COUN 5270 student email the instructor so that results can be correlated.
3. Complete Background Information: Case Studies use initials.
4. When you are finished answering the questions, click **Continue**.
5. Record your **User ID** number : _____ .
6. **Logout** or **Begin Another Assessment**.
7. Send an email to the instructor (or COUN 5270 Student) and report when test(s) have been completed.
8. The instructor will email you the results to the COUN 5270 student.
9. Students: print the results and bring to class!