

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **COUN 522**

#### **CAREER DEVELOPMENT AND COUNSELING**

#### **COURSE DESCRIPTION**

This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career development and career decision-making and such factors as faith, values, personality, family, socio-economic status, leisure, individual interests and abilities, and other life roles.

#### **RATIONALE**

Considering that most people spend a large portion of their lives selecting and filling work roles, clients often have a need for career counseling at some point, regardless of the clinical settings. Therefore, counselors must be able to facilitate clients' career development over the various stages of their lives. In this process, counselors must be able to: help clients 1) gain knowledge of self and the world of work; 2) explore faith, values, and salient life roles; and 3) how these factors interact with their career identity through the process of career identity development.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

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

- A. Describe and apply the various career development theories and decision-making models to career counseling clients.

- B. Analyze and apply the various resources for career, avocational, educational, occupational, and labor market information, including visual and print media, computer-based career information systems, and other career information systems to career counseling clients.
- C. Identify the process of career development program planning, organization, implementation, administration, and evaluation.
- D. Identify and apply the interrelationships among and between work, family, and other life roles, including the role of multicultural issues in career development to career counseling clients.
- E. Describe career and educational planning, placement, follow-up, and evaluation.
- F. Evaluate, administer, and interpret some of the assessment instruments and techniques that are relevant to career planning and decision making.
- G. Describe and apply career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
- H. Describe the Christian perspectives of work and the concept of calling.

**The student will be able to apply:**

<b><i>Section II.G.4 Career Development</i></b>	
G.4.a. career development theories and decision-making models;	Krumboltz Post (DB Forum 3), Spiritual Discernment in Counseling Paper, Who Am I Paper, Quizzes (Chs. 2–3)
G.4.b. career, avocational, educational, occupational and labor market information resources, and career information systems;	Résumé Critique (Group DB Forum), Career Inventories, Who Am I Paper, Career Scavenger Hunt, Career Exploration Paper, Quizzes (Chs. 6–7)
G.4.c. career development program planning, organization, implementation, administration, and evaluation;	Quizzes (Chs. 9–15)
G.4.d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;	Posts (DB Forums 1, 4), Spiritual Discernment in Counseling Paper, Career Inventories, Who Am I Paper, Career Scavenger Hunt, Career Exploration Paper, Quizzes (Chs. 1–2, 4)
G.4.e. career and educational planning, placement, follow-up, and evaluation;	Résumé Critique (Group DB Forum), Who Am I Paper, Career Exploration Paper, Quizzes (Chs. 8–9, 15)
G.4.f. assessment instruments and techniques relevant to career planning and decision making; and	Posts (DB Forums 1–3), Spiritual Discernment in Counseling Paper, Career Inventories, Who Am I Paper, Career Exploration Paper, Quizzes (Chs. 5, 7)
G.4.g. career counseling processes, techniques, and resources, including	Posts (DB Forums 1–3), Spiritual Discernment in Counseling Paper, Career Inventories, Who Am I

those applicable to specific populations in a global economy.	Paper, Career Exploration Paper, Quizzes (Chs. 4, 6–8, 10–14)
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## V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the forums are designed to develop the student's critical thinking skills and to stimulate class discussion on relevant topics related to career counseling. As such, the student will be graded on his/her ability to analyze course material and communicate it in a succinct and cogent manner. For each Discussion Board Forum, the student will submit 1 thread of 200–250 words and at least 1 reply of 200–250 words to a classmate's thread. Each thread must include at least 1 citation in current APA format.

D. Group Discussion Board Forum

The purpose of this assignment is for the student to design, submit, and critique résumés. For this collaborative discussion board, the student will compose his/her own résumé and attach the résumé as a Microsoft Word document to the Group Discussion Board Forum thread. The student will then review at least 2 students' résumés and provide feedback based on the instructions found in the Group Discussion Board Forum.

E. Spiritual Discernment in Counseling Paper

The purpose of this assignment is to familiarize the student with the various views of vocational decision making and the will of God that are advocated in Christian circles today. The student will read a provided article, write an 8–10-page paper in current APA format responding to the article, and incorporate at least 3 scholarly resources in addition to the provided article. This assignment will be submitted via Blackboard and LiveText.

F. Career Inventory (2)

The student will complete 2 Career Inventories. The results will be used in the career development portion of the Who Am I Paper and the Career Exploration Paper.

G. Who Am I Paper

The purpose of this assignment is to summarize career assessment results and interpret them as part of the career counseling and planning cycle. The student will complete 2 self-assessments for this assignment and then write a 4–6-page response in current APA format.

## H. Career Scavenger Hunt

The student will have the opportunity to explore counseling resources in this assignment. The student will respond to a set of questions based on his/her research of each resource.

## I. Career Exploration Paper

The purpose of this assignment is to help the student develop a better understanding of the complexities of the career counseling and planning process and to complete his/her individual career counseling and planning cycle. Additionally, the student will apply a counseling theory to his/her own career development and decision-making process. The student will write a 4–6-page paper in current APA format, incorporating at least 2 scholarly references in addition to the provided O\*Net web resource.

## J. Quizzes (8)

The student will complete the assigned quiz after reading the Reading & Study materials in each module/week. Each quiz is open-book/open-notes, contains 10 multiple-choice questions, has a time limit of 20 minutes, and is similar to the content found on state licensure examinations.

**VI. COURSE GRADING AND POLICIES**

## A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 80 pts ea)	320
Group Discussion Board Forum	80
Spiritual Discernment in Counseling Paper	100
Career Inventory (2 at 0 pts ea)	0
Who Am I Paper	100
Career Scavenger Hunt	100
Career Exploration Paper	100
Quizzes (8 at 25 pts ea)	200
<b>Total</b>	<b>1010</b>

## B. Scale

A = 940–1010   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859  
 C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739  
 D- = 680–699   F = 0–679

## C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

## D. Late Assignment Policy

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

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

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

F. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in his/her community.

G. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate

program chair or online dean. The incident and action taken will become part of the student's permanent record.

H. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **COUN 522**

Textbook: Niles & Harris-Bowlsbey, *Career Development Interventions in the 21st Century* (2017).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Niles & Harris-Bowlsbey: ch. 1 2 presentations	Course Requirements Checklist Class Introductions Quiz 1	10 0 25
<b>2</b>	Niles & Harris-Bowlsbey: pp. 31–63, ch. 8 3 presentations 1 article 1 website	DB Forum 1 Spiritual Discernment in Counseling Paper Quiz 2	80 100 25
<b>3</b>	Niles & Harris-Bowlsbey: pp. 63–83, ch. 5 2 presentations 2 websites	DB Forum 2 Career Inventory Quiz 3	80 0 25
<b>4</b>	Niles & Harris-Bowlsbey: pp. 84–96, ch. 4 1 presentation 1 website	Who Am I Paper Quiz 4	100 25
<b>5</b>	Niles & Harris-Bowlsbey: chs. 6–7 2 presentations 2 websites	Career Scavenger Hunt Quiz 5	100 25
<b>6</b>	Niles & Harris-Bowlsbey: chs. 9, 15 2 presentations	Group DB Forum Quiz 6	80 25
<b>7</b>	Niles & Harris-Bowlsbey: chs. 10–12 2 presentations 1 website	DB Forum 3 Career Exploration Paper Quiz 7	80 100 25
<b>8</b>	Niles & Harris-Bowlsbey: chs. 13–14 1 presentation 1 website	DB Forum 4 Quiz 8	80 25
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.