



"Winebrenner equips leaders for service in God's Kingdom."

Term:

Course: CC 5250; Career Counseling

Instructor:

Phone:

Email:

Office/Contact Hours:

MACC Syllabus

COURSE DESCRIPTION

This course presents a scaffold for understanding career development issues and stages. It equips students with skills to enable them to provide lifestyle and career assessments as well as assist clients with setting goals and implementing a plan of action. (3 hours)

COURSE OBJECTIVES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling programs. At the conclusion of this course, the successful student will be able to:

1. Analyze U.S. Bureau of Labor Statistics and theories and models of career development, counseling, and decision-making. **(3.D.1)**
 - Assessment occurs through discussion, social advocacy presentation, and final exam.
2. Examine approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors. **(3.D.2)**
 - Assessment occurs through personal narrative reflection, case studies, discussions, and social advocacy career presentation.

3. Understand the processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems. **(3.D.3)**
 - Assessment occurs through class discussions, case studies, and career assessment report
4. Understand the approaches for assessing the conditions of the work environment on clients' life experiences. **(3.D.4)**
 - Assessment occurs through personal narrative reflection, social advocacy career presentation, and career assessment report.
5. Recognize reliability and validity in the use of assessments. **(3.G.4)**
 - Assessment occurs through test critiques and final exam.
6. Demonstrate an understanding of the culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications. **(3.G.5)**
 - Assessment occurs through test critiques, social advocacy presentation, and final exam.
7. Use assessments in academic/educational, career, personal, and social development
 - Assessment occurs through *My Career Development Program* In-Class Activity and career assessment report assignment
8. Examine strategies for career development program planning, organization, implementation, administration, and evaluation. **(3.D.6)**
 - Assessment occurs through *My Career Development Program* In-Class Activity, career assessment report, and social advocacy career presentation.
9. Understand program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy. **(3.H.8)**
 - Assessment occurs through *My Career Development Program* In-Class Activity.
10. Identify developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities. **(3.D.7)**
 - Assessment occurs through social advocacy career presentations and case studies.
11. Understand ethical and legal issues relevant to career development and career counseling. **(3.D.12)**
 - Assessment occurs through social advocacy presentations and case studies (i.e., "William").
12. Examine strategies for advocating for employment support for individuals facing barriers in the workplace. **(3.D.8)**

- Assessment occurs through social advocacy career presentations and case studies.

13. Examine strategies for facilitating client skill development for career, educational, and life-work planning and management. **(3.D.9.)**
 - Assessment occurs through case studies and career assessment report.
14. Identify strategies for improving access to educational and occupational opportunities for people from marginalized groups. **(3.D.11)**
 - Assessment occurs through social advocacy career presentations.
15. Understand career and postsecondary training readiness and educational decision-making. **(3.D.10)**
 - Assessment occurs through *My Career Development* Program In-Class Activity, case studies (i.e., “Daria”), social advocacy career presentation, and career assessment report.
16. Utilize current labor market information relevant to opportunities for practice within the counseling profession. **(3.A.9)**
 - Assessment occurs through class discussion.
17. Acknowledge ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas. **(3.A.10)**
 - Assessment occurs through class discussions and “William” case study.
18. Understand basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments. **(3.G.2)**
 - Assessment occurs through class discussion, test critique activity, and career assessment report.
19. Understand and employ strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. **(3.D.5)**
 - Assessment occurs through the class discussion, test critique activity, career assessment report and final exam.
20. Identify historical perspectives concerning the nature and meaning of assessment and testing in counseling. **(3.G.1)**
 - Assessment occurs through class discussion and final exam.
21. Utilize ethical and legal considerations for selecting, administering, and interpreting assessments. **(3.G.6)**
 - Assessment occurs through test critique activity and career assessment report.
22. Examine the use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes. **(3.G.7)**
 - Assessment occurs through class discussion, test critiques, career assessment report, and social advocacy presentation.

23. Understand and apply technology related to counseling. **(3.E. 5)**
- Assessment occurs through class discussion, test critiques, and career assessment report.
24. Identify strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions. **(5.C.8)**
- Assessment occurs through class discussion and social advocacy presentations.

METHODOLOGY

The course will utilize didactic and experiential learning activities, such as lectures and in-class discussions, small group discussions, multimedia, guest speakers, written assignments, and in-class and out of class assignments to develop critical thinking and application skills.

REQUIRED TEXTBOOKS

Niles, S. & Harris-Bowlsbey, J. (2017). *Career development interventions in the 21st century* (5th ed.). Pearson Education.

Keller, T. (2014). *Every good endeavor: Connecting your work to God's work*. Penguin.

Additional required reading available on Populi.

EVALUATION AND GRADE SCALE

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

A course grade of F will not meet the requirements for degree credit.

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

Calculation of grade will be based on the following:

Participation	10 pts
Test Critique Activity	5 pts
Career Narrative Reflection	15 pts
Career Assessment Report	25 pts
Social Advocacy Paper	20 pts
Book Discussion	5 pts
<u>Final Exam</u>	<u>20 pts</u>
TOTAL	100 pts

Participation grades are limited to 10% of the course grade and may include, but is not limited to, classroom engagement, attendance, on time arrivals, timely responses to instructor emails, completion of required readings, engagement in synchronous sessions (online), and discussion board posts that meet the instructor's standards for quality and quantity (online). Check the participation section of the syllabus for more details.

COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 100 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication Manual of the American Psychological Association*, Seventh Edition.

Assignments / Examinations:

- 1. Participation (Professional Behavior)** – A portion of your grade will depend upon your level of participation during class each week. Students are expected to arrive to class on time, stay for the duration of class, and remain focused during the allotted class time. Students are also expected to be prepared for class by bringing textbooks, articles, and other course material to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter into class discussions and activities with relevant questions and comments if they are not prepared. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work. Student participation in Week 10 *My Career Development "Program" In-Class Activity* is required.
- 2. Career Narrative Reflection** – Students will write a 5–12-page, APA-style Career Narrative. This assignment will provide students with opportunities to (a) reflect upon the jobs they have held throughout their lives, (b) how they chose and/or were assigned those jobs, (c) how they felt about the jobs, and (d) “life lessons” about yourself, others, and the world learned in each job experience. **The grading rubric will be provided on Populi.**

3. **Test Critique Activity (KPI 2)** – Students will review and critique various personality, interest, and aptitude assessments used to assist clients in exploring career possibilities. Students will share their findings, discuss their usage in career counseling, and consider possible accommodations and environmental modification for utilizing identified assessments.
4. **My Career Development Program In-Class Activity** – Students will be assigned to small groups to design, implement, and evaluate (including formative and summative evaluations) their own *Career Development Program and Service*.
5. **Career Assessment Report (KPI 2)** – Students will conduct a **three-session career counseling and assessment process** with a client. The **first session** will consist of (a) an orientation to the process and initial information gathering regarding the client's interests, skills, and career history, (b) completion of the *Career Construction Interview*, *Accomplishments Interview*, and *Family & Culture Reflection*, (c) assigning *16-Personalities*, *Enneagram*, *Holland-type*, and *Work Values Matcher* online assessments, and (“optional”) completion of a *Values Card Sort*. The **second session** will consist of (a) a discussion of the client's results of the *Career Construction Interview*, (b) a review of their online assessments results, (c) the meaning of these results in coordination with the CCI for the client's future planning, and (d) providing resources for the “client” to access career, education, and training information to plan for their future. The **third session** will allow the client to share their findings and discuss their future plans. The process will be summarized in a written professional career assessment report. **Details and procedures to complete this assignment will be provided in class and on Populi.**
6. **Social Advocacy Career Paper (KPI 4)** – Students will write a 6–10-page paper addressing one of the following topics:
 - a. Glass ceiling.
 - b. Reentry topic (e.g., “stay-at-home” parents, previously incarcerated individuals, former clergy, etc.).
 - c. Special needs population including developmentally disabled, physically disabled, neurodiverse, and impaired populations.
 - d. Initial career choice by college students.
 - e. Employment discrimination –race, gender, sexual orientation, and age.
 - f. Work and life challenges of immigrants.

Student papers will include the following information:

- a. The target population/topic, relevant professional literature, and current national/political agenda on the topic. Resources must be correctly cited and referenced.
- b. Implications for practitioners.
- c. Professional response – strategies to advocate for educational and occupational opportunities to support the employment endeavors of the target population.

The grading rubric will be provided on Populi.

7. **Book Discussion** – Students will respond to guided reflection questions related to the supplemental book, *Every good endeavor: Connecting your work to God’s work*, and participate in a class discussion forum.
8. **Final Examination** – The objective and comprehensive final examination will be a multiple-choice assessment covering course information from readings, lectures, discussions, and presentations.

CLASS SCHEDULE

Week/Date	Topic	Readings/Assignments
1 - 1/08	Course Overview/Introduction to Career Development Interventions/ Historical Trends/ Social Advocacy Presentation	Ch. 1 U.S. Bureau of Labor Statistics: https://www.bls.gov/
2 - 1/15	Understanding & Applying Theories of Career Development (Part 1)	Ch. 2; See articles posted on Populi
3 - 1/22	Understanding & Applying Theories of Career Development (Part 2)	Ch. 2
4 - 1/29	Understanding and Applying Recent Theories of Career Development (Part 3)	Ch. 3 & Watch: Mark Savickas “Unplugged” (only segment 43:00 – 55:11) https://www.youtube.com/watch?v=ujM3JCA8j-E Career Narrative Reflection Due
5 - 2/05	Providing Culturally Competent Career Development Interventions Theories of Career Development Overflow (Part 4) & <i>Career Construction Interview Practice</i>	Ch. 4 & Read Mark Savickas’s <i>Life Design Counseling Manual</i> , Chps. 3 & 4 (pp. 27-66). Attachment found on Populi in “Lessons” <i>Assignments Week 5</i> .
6 - 2/12	Assessment and Career Planning Test Critique Activity #1 (in class)	Ch. 5 & <i>Life Design Counseling Manual</i> Chp. 5 • Complete the <i>Career Construction Interview</i> with your “client.” • Assign your “client” a <i>Holland-type</i> assessment. • Assign your client to complete the <i>16-Personalities</i> and <i>Enneagram</i> assessments online. • Bring your “client’s” profiles for the <i>Holland</i>, <i>16-Personalities</i>, and <i>Enneagram</i> assessments to class on February 20. <i>Every Good Endeavor</i> book (Questions 1 & 2) Discussion Post due 2/18/26

7 - 2/19	Career Information and Resources TBD Special Speaker: Mark Savickas Every Good Endeavor Discussion Forum (Part 1) Test Critique Activity #2 (in class)	Ch. 6
8 - 2/26	Using Information and Communication Technologies to Support Career Counseling and Planning Test Critique Activity #3 (in class)	Ch. 7 Social Advocacy Paper Due.
9 - 3/05	Career Counseling Strategies and Techniques for the 21 st Century; Career Development Interventions in Community Settings and Ethical Issues in Career Development Interventions “William” In-Class Case Study Test Critique Activity #4 (in class)	Chs. 8, 14 & 15 NCDA <i>Code of Ethics</i> Every Good Endeavor book (Questions 3-6) Discussion Post due 3/11/26
10 - 3/12	Designing, Implementing, and Evaluating Career Development Programs and Service My Career Development “Program” In-Class Activity Every Good Endeavor Discussion Forum (Part 2) Test Critique Activity #5 (in class)	Ch. 9 Complete <i>Putting it All Together</i> with your “client.”
11 - 3/19	Career Development Interventions in High Schools and Higher Education “Daria” In-Class Case Study Test Critique Activity #6 (in class)	Chs. 12 & 13
12 - 3/26	Course Conclusion Test Critique Activity #7 (in class) Social Advocacy Discussion Night	Career Assessment Report due
3/25 (9:00 pm) – 3/27 (11:59 pm EST)	Final Exam on Populi	

WEBSITES

National Career Development Association
www.ncda.org

National Career Development Association *Code of Ethics*
https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395#:~:text=The%20National%20Career%20Development%20Association,Ethics%20serves%20five%20main%20purposes%3A&text=The%20Code%20serves%20as%20an,values%20of%20the%20career%20profession.

Ohio Career Development Association (OCDA)

<https://www.ocdaonline.org/>

U.S. Bureau of Labor Statistics: *Occupational Outlook Handbook*

<https://www.bls.gov/ooh/>

U.S. Department of Labor: Career One Stop

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

Truity (Free Online Personality Assessments)

<https://www.truity.com/test/type-finder-personality-test-new>

Purdue Owl APA Writing Assistance

<https://owl.english.purdue.edu>

PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

DIGITAL DELIVERY GUIDELINES

(Since all of this course is digitally delivered, the following guidelines will be followed.)

Teams Online Meeting Etiquette

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving

image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students’ attentiveness whether in-person or online.**

Secure Environment

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

Video Submissions

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner’s Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

Late Work During the Term

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

A growing concern in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism.

Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record. Your instructor has specified the following parameters for this course: **AI tools can be used for research purposes and for checking and improving grammar, spelling, and sentence and paragraph structures. It is the student's obligation to ensure usage of AI writing-assistance (e.g., Grammarly) is noted in the references.**

GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Iiames if you have any questions or concerns about the Informed Consent Statement.

All students are subject to policies outlined in the Winebrenner Graduate Catalog.

Syllabus revised: 01/05/2026