



UNIVERSITY of MARYLAND
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS
Department of Rehabilitation

Course Syllabus RECN 641: Principles and Practice in Career Counseling and Development

General Information

Program : Master of Science Rehabilitation Counseling
 Academic Term :
 Course Codification : RECN 641
 Course Title : Principles and practice in career counseling and development
 Credit Hours : 3 (45 contact hours)
 Learning Modality :
 Class Time :
 Class Location :
 Instructor :
 Email :
 Phone :
 Office Location :
 Office Hours :
 Program Assistant :
 Email :
 Phone :

Course Description

The purpose of this course is to provide students with an opportunity to learn and apply skills necessary to understand and implement the vocational planning and placement process in order to effectively assist a client in obtaining and maintaining a satisfying job. Areas of emphasis include: career development interventions, the vocational counseling process, marketing approaches and networking strategies for working with employers, placement strategies, using technology to support career planning, theories of career development and choice, labor market survey and job analysis assessment of work readiness, job seeking and job retention skills, assessment and career planning, major occupational classification systems, providing culturally competent career development interventions, designing, implementing, and evaluating career development programs and services, and ethical issues in career development interventions.

Add/Drop

Process	Last day
Add/drop period ends	February 6, 2023 (5:00 pm)
Withdrawal period ends (W)	April 14, 2023 (5:00 pm)
Withdrawal (All classes)	May 12, 2022 (5:00 pm)

See Academic Calendar Spring [2023](#) for further important dates and deadlines.

University Support Services

The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

Course Objectives and Key Performance Indicators

KPI4: Graduates will learn the theories of career development and its practical applications related to professional and rehabilitation counseling, job search skills that promote competitive job results based on choice, and the needs of the employer and the market.

KPI-11: Graduates will be able to understand and apply professional and ethical behaviors to work collaboratively with individuals with disabilities, their support systems, and their environment, promoting goals achievements in personal, social, psychological, and vocational areas.

Course Objectives	CACREP Standard	Assessment
1. Differentiate major theories and models of career development, counseling, and decision making.	2F-4a	
2. Apply approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.	2F-4b	
3. Appraise to processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems.	2F-4c	
4. Differentiate approaches for assessing the conditions of the work environment on clients' life experiences.	2F-4d	
5. Select strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.	2F-4e	
6. Evaluate strategies for career development program planning, organization, implementation, administration, and evaluation.	2F-4f	

Course Objectives	CACREP Standard	Assessment
7. Consider strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.	2F-4g	
8. Select strategies for facilitating client skill development for career, educational, and life-work planning, and management.	2F-4h	
9. Identify methods of identifying and using assessment tools and techniques relevant to career planning and decision making.	2F-4i	
10. Analyze ethical and culturally relevant strategies for addressing career development.	2F-4j	
11. Recognize the effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development.	5D-2k	
12. Apply career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening.	5D-3b	
13. Understand principles and processes of vocational rehabilitation, career development, and job development and placement.	5H-1c	
14. Recognize education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities.	5H-2k	
15. Apply career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the workplace.	5H-3h	

Course Objectives	CACREP Standard	Assessment
16. Select strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs.	5H-3i	

Resources

Required textbook	Niles, S. & Harris-Bowlsbe, J. (2022). <i>Career development interventions</i> (6th ed.). Pearson.
Complimentary texts	
Recommended References and Resources	American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i> . (7th ed.). The Author.

Evaluation strategies

1. Examinations (400 pints) – 80 points each

There will be 5 exams in this course. The exams are scheduled at designated points in the semester. Each examination is worth 80 points and will contain multiple choice questions, matching and fill in the blanks. The exams are based on materials in previously covered topics or modules.

2. Participation and discussions (60 points)

Each week there will be one discussion questions on materials for that week posted. Please reply to the discussion question and respond to one classmate per question. You should have a total of 2 post. All responses should be posted by the Sunday night by 11:59 pm before the following class. Please read all contributions from classmates prior to class that week. Posts are graded based on the criteria as listed: critical thinking, connections, uniqueness, timeliness, and stylistics. The original post and the reply will have a total point of 5-points each week.

3. Chapters assignments (120 points)

At the end of each chapter in the textbook, there are student activities. Answer all the questions posed in the student activities and post it in the “Assignment” link on Blackboard. There will be 12 student activities (each worth 10 points each).

4. Job analysis (10 points)

Students will perform a job analysis of a job that exists in the community using an appropriate form and guidelines discussed in class. Students will be encouraged to

demonstrate how job analysis can be applied to different services and for different disabilities. Each student will complete a one workday shadowing experience in which s/he will spend a full day with someone doing a job which is unfamiliar to the student. A job analysis paper will be written about this job.

5. Labor market survey (10 points)

Students will gain hands-on experience through the completion of a labor market survey. Further details and requirements for this assignment will be provided through lecture and materials distributed in the course modules.

NOTE: Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

Grading scale: The academic achievement of a student for this course is rated as follows:

Letter Grade	Points	Average	Performance Level
A	450-500	90-100	Exceed expectations
B	400-449	80-89	Meet expectations
C	350-399	70-79	Need a remediation plan
D	349-300	60-69	Does not meet the expectations
F	0-299	below 60	

Late submissions: Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

Policies and Norms

- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.

- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will

generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance (<https://wwwcp.umes.edu/oie/>), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 (<https://wwwcp.umes.edu/oie/about-the-office/>). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation to help ensure*

accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- E. UMES Sexual Misconduct Policy:** The University of Maryland Eastern Shore (UMES) and its faculty are committed to creating a safe learning environment for all students. In compliance with Title IX, any form of sex discrimination (including sexual harassment, sexual assault, dating or domestic violence, or stalking) is prohibited. Retaliation for asserting claims of sex discrimination is also prohibited under UMES policies and Title IX. If you experience discrimination, you are encouraged to report the incident to the UMES Office of Institutional Equity and Compliance (OIE). You can do so by calling 410-651-6135, emailing titleIX@umes.edu, or visiting the Early Childhood Research Center, Suite 1129. The OIE offers Supportive Measures to students who have experienced sexual misconduct regardless of whether or not an individual chooses to disclose their experience. Supportive Measures could include assistance to students with academics, housing, or other resources.

Please be aware that faculty members are "Responsible Employees" and required to report information about suspected or alleged sex discrimination to the Office of Institutional Equity and Compliance. If OIE receives information about an incident, they will reach out to offer information about resources, rights, and options. If you or another student you know would like to speak to a confidential resource who is not required to report, please contact the Counseling Center at 410-651-6449. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

- F. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- G. Incomplete grades:** The grade of “I” (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of “I” be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 80% of the work for the midterm grade**). In cases in which this grade is given, the student may not re-register for the course until the “I” is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the “I” defaults to the Default Grade on the Incomplete Grade Contract.
<http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>
- H. Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at
<http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>
- I. Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- J. Academic Honesty:** Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at
<http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

Technical Disclaimer

This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful

in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or <https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 1	<ul style="list-style-type: none"> • Introduction to Course and Syllabus • Introduction to career development interventions 	Chapters 1	M1 Discussion board	
Module 2	<ul style="list-style-type: none"> • Understanding and applying theories of career development 	Chapters 2	M2 Discussion board M2 Assignment	
Module 3	<ul style="list-style-type: none"> • Understanding and applying recent theories of career development 	Chapter 3	M3 Discussion question Exam #1	
Module 4	<ul style="list-style-type: none"> • Providing culturally competent career development interventions 	Chapter 4	M4 Discussion question/assignment	
Module 5	<ul style="list-style-type: none"> • Assessment and career planning 	Chapter 5	M5 Discussion question/assignment Exam #2	
Module 6	<ul style="list-style-type: none"> • Career information and resources 	Chapter 6	M6 Discussion question/assignment	
Module 7	<ul style="list-style-type: none"> • Using information and communication technologies to support career counseling planning 	Chapter 7	Exam #3	

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 8	<ul style="list-style-type: none"> Spring break 			
Module 9	<ul style="list-style-type: none"> Career counseling strategies and techniques 	Chapter 8	M9 Discussion question/assignment	
Module 10	<ul style="list-style-type: none"> Designing, implementing, and evaluating career development programs and services 	Chapter 9	M10 Discussion question/assignment Exam #4	
Module 11	<ul style="list-style-type: none"> Career development interventions in elementary, middle school, high school, and higher education 	Chapters 10, 11, 12 and 13	M11 Discussion question/assignment	
Module 12	<ul style="list-style-type: none"> Career development interventions in community settings 	Chapter 14	M12 Discussion question/assignment	
Module 13	<ul style="list-style-type: none"> Ethical issues in career development interventions 	Chapter 15 CRCC Code of ethics	M13 Discussion question/assignment	
Module 14	<ul style="list-style-type: none"> Job analysis Labor market survey 			
Module 15	<ul style="list-style-type: none"> Perform job analysis Perform labor market survey 		Job analysis report Labor market survey	
Module 16	<ul style="list-style-type: none"> Final exam 			

NOTE: Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.