



**CMHC 5900  
Career Development  
Fall**

Course Syllabus

1. **Instructor:** Chad Betters, PhD, LCMHC, BCPCC  
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**Office Hours:** Mondays through Thursdays at 1:30-3:30 pm, or by appointment.
2. **Class Meetings:** This class is an asynchronous online course via Blackboard. Please refer to the course calendar for all important dates and any potential times that require scheduled synchronous online meetings.
3. **Textbook:** 1) Zunker, V. G. (2019). *Career counseling: A holistic approach* (9<sup>th</sup>). Boston, MA: Cengage. ISBN# 9781305087286
4. **Course Description:** The purpose of this course is to examine the relationship of career and vocational concerns with the emotional, mental, and behavioral aspects of the human condition. Specific career theories will be discussed, and application of career development counseling will be experienced, including psychometric assessment and vocational evaluation.
5. **Technology Statement:** Students will require access to a computer with Internet capabilities for the successful completion of this course.
6. **Nondiscrimination Statement:** Students will not be discriminated against based on age, body shape/size, color, culture, disability, education, employment status, ethnicity, family status, gender, gender expression, gender identity, genetic information, immigration status, incarceration experience, language preference, marital/relationship status, national origin, occupation/work, race, religion/spirituality, sex, sexual orientation, socioeconomic status, veteran status, or any intersection of these identities. Nondiscrimination is expected to be upheld by the instructor and each student in this course.

7. **Course Objectives:** The course objectives are aligned with the specific learning outcomes identified by CACREP. The following CACREP Standards are addressed in this course:

CACREP STANDARDS (2016)	ASSESSMENTS
<b>2.1.A) History and Philosophy of Counseling Profession and Specialty Areas</b>	Quizzes and Final Examination
<b>2.1.H) Current Labor Market Information</b>	Discussion Boards and Final Examination
<b>2.1.J) Technology's Impact on Counseling Profession</b>	Quizzes and Final Examination
<b>2.4.A) Theories and Models of Career Development, Counseling, and Decision Making</b>	Quizzes, Discussion Boards, Instrument Administration, and Final Examination
<b>2.4.B) Approaches to Conceptualizing Interrelationships Among/Between Work and Mental Well-Being</b>	Quizzes, Discussion Boards, Instrument Administration, and Final Examination
<b>2.4.C) Processes for Identifying and Using Career Resources, Tech, and Info Systems</b>	Quizzes, Discussion Boards, and Final Examination
<b>2.4.D) Approaches for Assessing Conditions of Work Environment on Client's Life Experiences</b>	Quizzes, Discussion Boards, Instrument Administration, and Final Examination
<b>2.4.E) Strategies for Assessing Abilities, Interests, Values, Personality, and Other Factors</b>	Quizzes, Discussion Boards, Instrument Administration, and Final Examination
<b>2.4.F) Strategies for Career Development Program Planning and Evaluation</b>	Quizzes, Discussion Boards, Instrument Administration, and Final Examination
<b>2.4.G) Strategies for Advocating for Diverse Clients' Career and Educational Development</b>	Quizzes, Discussion Boards, and Final Examination
<b>2.4.H) Strategies for Facilitating Client Skill Development for Career Planning and Management</b>	Quizzes, Discussion Boards, and Final Examination
<b>2.4.I) Methods of Identifying and Using Assessment Tools/Techniques for Career Planning and Decision Making</b>	Quizzes, Discussion Boards, Instrument Administration, and Final Examination
<b>2.4.J) Ethically/Culturally Relevant Strategies for Addressing Career Development</b>	Quizzes, Discussion Boards, Instrument Administration, and Final Examination
<b>2.5.G) Essential Interviewing, Counseling, and Case Conceptualization Skills</b>	Quizzes, Discussion Boards, and Final Examination
<b>2.7.F) Basic Concepts of Standardized/Non-Standardized Testing, Norm-Referenced/Criterion-Referenced</b>	Quizzes, Instrument Administration, and Final Examination

Assessments, and Group-Individual Assessments	
<b>2.7.G)</b> Statistical Concepts, Including Scales of Measurement, Measures Central Tendency, Indices of Variability, and Distribution	Quizzes, Instrument Administration, and Final Examination
<b>2.7.H)</b> Reliability and Validity in the Use of Assessments	Quizzes, Instrument Administration, and Final Examination
<b>2.7.I)</b> Use of Assessments Relevant to Academic/Educational, Career, Personal, and Social Development	Quizzes, Discussion Boards, Instrument Administration, and Final Examination
<b>2.7.M)</b> Ethical and Culturally Relevant Strategies for Selecting, Administering, and Interpreting Assessment and Test Results	Quizzes, Instrument Administration, and Final Examination
<b>2.8.I)</b> Analysis and Use of Data in Counseling	Quizzes, Discussion Boards, Instrument Administration, and Final Examination
<b>5.1.E)</b> Psychological Tests and Assessments Specific to Clinical Mental Health Counseling	Quizzes, Instrument Administration, and Final Examination
<b>5.3.A)</b> Intake Interview, Mental Status Evaluation, Biopsychosocial History, Mental Health History, and Psychological Assessment for Treatment Planning and Caseload Management	Quizzes and Final Examination
<b>5.3.E)</b> Strategies to Advocate for Persons with Mental Health Issues	Quizzes, Discussion Boards, and Final Examination

- 1) Students will develop knowledge and understanding of career development theories and the implications of work within the clinical counseling context.
- 2) Students will acquire knowledge, skills, and competencies for appropriate assessment and evaluation of vocational measures, including interests, aptitudes, achievements, and other constructs to assist in appropriate career counseling.
- 3) Students will develop competencies in career resources and utilization for effective career development planning and implementation.

8. **Course Requirements:** The following details the learning products to be completed in order to successfully pass this course:

- A) Ten quizzes will be required for this course. The quizzes will provide an opportunity to assess the continuity of learning throughout the semester. Quizzes will be conducted as depicted on the syllabus calendar during the week indicated, and must be completed by midnight of the Sunday within the given week. Quizzes will cover the preceding course materials as reflected in the course calendar. The

quizzes will be in multiple choice format. Students who fail to complete the quizzes during the allotted time will not be able to complete the quizzes without valid documentation.

- B) Seven discussion board entries will be required for this course. Discussions boards will allow students to synthesize and reflect on the material being covered in the course, but also connect with other students and share ideas as the course progresses through the semester. The Instructor will post a discussion prompt, and each student must provide a minimum of one substantial post and two substantial postings to two different colleagues to receive credit. A post is deemed substantial if it demonstrates intentional thought, contributes to the discussion at hand, and is presented in a respectful manner. Please refer to the concept of Net Etiquette if there are any questions pertaining to the accepted guidelines of social respect within virtual communities. The discussions will become available on the first day of the given week, and responses must be submitted by midnight of the Sunday within the given week. Student who fail to complete the discussion board entries during the allotted time will not be able to complete the discussion board entries without valid documentation.
- C) A career development instrument administration report will be required for this course. The administration will allow the opportunity to assess a mock client's vocational interests by utilizing the Self-Directed Search. A copy of the SDS will be provided via USPS. The mock client must be someone outside of the CMHC program. A summary report of the clinical findings is also required. The administration must be submitted via USPS and postmarked no later than the Friday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following rubric for the instrument administration in order to maximize points earned for this assignment:

	"A" Quality Work	"B" Quality Work	Below "B" Quality Work
<b>Administration (3 points)</b>	A non-counseling student or professional is identified for mock administration. The SDS is administered while considering individual and environmental factors.	The SDS is administered without considering individual and environmental factors.	A counseling student or professional is identified for mock administration. There are errors in the SDS administration.
<b>Analysis &amp;</b>	The Holland Code is	The occupations	The Holland Code

<b>Interpretation (3 points)</b>	identified and example occupations are examined. The occupations are discussed with the mock client, including appropriate interpretation of the findings based on the criterion-oriented validity of the SDS.	are discussed with the mock client, including inappropriate interpretation of the findings.	is not identified. The incorrect results are incorrectly interpreted and discussed.
<b>Summary (4 points)</b>	A one-page synopsis of the administration is provided, including a brief description of the mock client, the administration environment, the administration experience, the SDS results, example occupations per the SDS results, and an appropriate interpretation.	One of the criteria for the administration is not appropriately provided or documented.	More than one of the criteria for the administration is not appropriately provided or documented.
<b>Writing Mechanics (2 points)</b>	The summary is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, or spelling error is present.	More than one grammatical, punctuation, or spelling errors are present.

- D) One career self-study project will be required for this course. The project will allow the opportunity to conduct self-discovery and in conjunction develop a process of client self-discovery addressing one's career development across the lifespan. The project must be submitted by midnight on Sunday of the given week. Early submission is encouraged. Late submission will not be accepted without valid documentation. Note the following rubric for the instrument administration in order to maximize points earned for this assignment:

	<b>"A" Quality Work</b>	<b>"B" Quality Work</b>	<b>Below "B" Quality Work</b>
<b>Educational Development (6 points)</b>	A clear summarization of your educational experience is provided, including ongoing and future planning. Documentation and accompanying description of indicators for how the presented educational attainment aligns with the career outcome of clinical mental health counseling is included.	The educational experience summarization is not clear, and missing variables are noted. Alignment is not evident when considering educational attainment and career outcome.	No summarization of educational experience is provided. No alignment of educational attainment and career outcome is evident.
<b>Career Domains (6 points)</b>	A clear summarization of your inter-relationships among work history, family dynamics, and other important life roles and factors are presented as relevant for personal career development.	The summarization of career domain variables is not well established.	There is no summarization of career domains. No life factors are indicated.
<b>Professional Counselor Development (5 points)</b>	A clear depiction of what actions steps are necessary for you to achieve your career objective of clinical mental health counseling is portrayed, including future career-related decisions and subsequent timelines. A logical mapping of the remaining career	The actions steps are not clearly indicated, and a clear mapping of the career development process is lacking.	No career development process is provided. No mapping is provided.

	development process is presented.		
<b>Writing Mechanics (3 points)</b>	The summary is written at the graduate level. The writing is free of grammatical, punctuation, and spelling error.	One grammatical, punctuation, or spelling error is present.	More than one grammatical, punctuation, or spelling errors are present.

- E) One comprehensive final examination will be required for this course. The examination will allow the opportunity to assess the collective learning throughout the semester. The examination will cover all lecture content and class discussion during the semester. The examination will be in multiple choice format. The examination must be completed by midnight of the Sunday of the given week. Students absent at the time of administration will not be able to complete the examination without valid documentation.

#### 9. Course Evaluation:

Ten quizzes @ 3 points each =	30 points
Seven discussion board entries @ 4 points each =	28 points
One instrument administration @ 12 points =	12 points
One career self-study project @ 20 points =	20 points
One final examination @ 10 points =	10 points
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	100 points
100-96 points = A	86-84 points = B
83-80 points = B-	73-70 points = C-
69-67 points = D+	Under 60 points = F
66-64 points = D	63-60 points = D-
79-77 points = C+	76-74 points = C
89-87 points = B+	

#### LEAVE NO DOUBT

10. **Extra Credit Policy:** Extra credit will not be provided during this course.
11. **Attendance/Valid Documentation Policy:** Please refer to the Catawba Academic Handbook for an explanation of the Catawba College attendance policy. It will be used in this class during this semester:  
*Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the college assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Therefore, specific course*

*attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course. The course attendance policy and practices, however, will subscribe to the following general guidelines:*

- A) Each student is personally responsible for regular and punctual class attendance.*
- B) A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and the course syllabus.*
- C) The faculty member has the option of assigning a failing grade to any student who misses more than one quarter of the class meetings, but this option must be stated in the course syllabus.*
- D) Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.*
- E) The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.*
- F) The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.*
- G) If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.*

*It is assumed that all students will attend to the class regularly in order to maximize learning. All assignments have defined due dates and times and will be strictly enforced. It is the student's responsibility to inform the Instructor if a known absence from the course will occur during the semester. It is the student's responsibility to acquire any missed materials from an absence from the course. Valid documentation, which may grant a late assessment administration or a late assignment submission, only includes legitimate medical documentation or documents that support extenuating circumstances per Catawba College. No other excuses will be deemed valid. In the event of inclement weather, please check the Blackboard shell for any course information.*

**12. Academic Honesty Policy:** Please do not give the Instructor any reason to suspect academic dishonesty. Students are advised to refer to Catawba College Honor Code:

*In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed The Catawba College Honor Code. It is intended that the Honor Code will promote a climate of trust, concern, and respect conducive to learning and personal growth in community. Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus.*

*Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence. Therefore, Catawba College students, faculty, staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows: "As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal." The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty, as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members. All members of the college community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The College Court are found in the Student Handbook.*

13. **Professional Behavior Policy:** Students in this class are future professionals. Students are responsible for all lecture materials, which will be made available to them online, and for completing all scheduled readings. Assignments in which academic honesty are in question will not be accepted. This includes utilizing resources during assessments (quizzes, exams, etc.) or collaborating with other students during the completion of such assessments. Behavior that is non-professional in nature will not be tolerated, and the student will be removed from the course and potentially the program. Please abide to the Catawba Academic Handbook and the CMHC Program Handbook for additional items regarding student behavior.
  
14. **Accessibility Policy:** Students with ADA-documented physical, sensory, psychological, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Catawba College Counseling and Disability Services (CDS) Office. If you have registered in a previous semester, continuation is not automatic. Action is required on your part, as accommodations are not retroactive.
  
15. **Course Calendar:** The following represents the scheduled agenda for each class meeting. Any changes will be announced as soon as possible.

Week of Course	Agenda For Week	Requirements For Week
Week 1	Introduction to Course, Review of Syllabus, History and Development of Career Counseling, <i>Chapter 1</i>	Discussion 1
Week 2	Career Development Theories, <i>Chapter 2</i>	Quiz 1, Discussion 2

Week 3	Career Counseling Models, <i>Chapter 3</i> , Integrating Career and Clinical Mental Health Counseling, <i>Chapter 4</i>	Quiz 2, Quiz 3, Discussion 3
Week 4	Career Counseling Intake, <i>Chapter 5</i> , Standardized Assessments and Statistical Analysis of Testing in Career Counseling, <i>Chapter 6</i>	Quiz 4, Quiz 5, Discussion 4
Week 5	Technology and Career Counseling, <i>Chapter 7</i> , Ethics and Career Counseling, <i>Chapter 8</i>	Quiz 6, Quiz 7, Discussion 5, Instrument Administration Report
Week 6	Multicultural Concerns and Career Counseling: Gender, LGBT, and Disabilities, <i>Chapter 9, 10, 11, and 12</i>	Quiz 8, Discussion 6
Week 7	Career Transitions and Counseling: Job Loss, Transition, and Workplace Stressors, <i>Chapter 13 &amp; 14</i>	Quiz 9, Quiz 10, Discussion 7, Career Self-Study Project
Week 8	Review for Final Examination	Final Examination