

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology and Counseling**

**PSYC and SCHC 7820
Career Counseling
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished
Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COURSE DESCRIPTION

An introduction to the theories and implementation of the career choice process. Emphasis is placed on the nature and use of educational-occupational information in assisting individuals to explore the world of work and develop meaningful career plans. The course includes experiences consisting of administering, scoring, and interpreting career inventories. Students also learn about computer assisted career development.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

Dugger, S. M. (2016). *Foundations of career counseling: A case-based approach*. Upper Saddle River, NJ: Pearson Education, Inc.

OTHER SCHOOL PROFESSIONAL PROGRAM LEVELS OF PREPARATION

Proficiency Standards

1. **O-TL_{2.2}** “...plans how s/he will use technology to engage learners in meeting learning objectives” (InTASC, 2013, p. 35, progression 2). This standard is assessed with student learning outcome **CACREP Specialty Standard 3. j. “interventions to promote college and career readiness”** and is assessed in the classroom guidance activity using the classroom guidance activity evaluation rubric, numbers 1 through 11 only.
2. **O-CP_{3a} Key Course Assessment:** The key course assessment as defined and agreed upon by the associated program faculty will be used to assess each candidate’s performance relative to the expected proficiencies at the integration level. The Career Counseling Center Project Paper is the Key Course Assessment.

COURSE OBJECTIVES

Learning Outcomes

CACREP Standards

Core Standards:

- 4a. theories and models of career development, counseling, and decision making
- 4b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- 4c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- 4d. approaches for assessing the conditions of the work environment on clients’ life experiences
- 4e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- 4f. strategies for career development program planning, organization, implementation, administration, and evaluation
- 4g. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy
- 4h. strategies for facilitating client skill development for career, educational, and lifework planning and management
- 4i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

4j. ethical and culturally relevant strategies for addressing career development

Specialty Standards (for School Counseling MED students):

1c. models of P-12 comprehensive career development

2c. school counselor roles in relation to college and career readiness

3e. use of developmentally appropriate career counseling interventions and assessments

3g. strategies to facilitate school and postsecondary transitions

3j. interventions to promote college and career readiness

CONTENT AREAS:

1. Introduction to Career Information, Counseling, and Development
2. Career Theories
3. Career Counseling
4. Testing and Assessment
5. Ethical and Legal Issues in Career Counseling
6. Technology in Career Guidance Systems
7. Career Development Needs of Special Populations
8. Multicultural Issues in Career Counseling
9. The Job Search Process
10. The World of Work and Classification Systems
11. Career Development Programming in the Elementary, Middle Schools, and High School
12. Career Resource Centers

METHODS OF INSTRUCTION

1. Case Studies
2. Lecture
3. Group Activities
4. Practice Testing & Assessments
5. Computer-Assisted Career Activities and Assessments
6. Field Experience

COURSE ACTIVITS/ASSIGNMENTS/REQUIREMENTS

FOR PSYC STUDENTS: Career Counseling Issues for Special Populations Paper.

Students will write an APA **research paper** on career counseling issues and techniques for interventions for a specific population group (girls, children of migrant workers, at-risk youth, physically challenged, displaced homemakers, African American boys, learning disabled, etc.). Choose a career theory that would help to guide career counselors in working with this population and also any assessment instruments specific to or applicable for this particular population. The 5 to 7 page paper will be an individual assignment. Topics will be assigned on a

first-come first-serve basis. An outline for the paper is attached. This paper will be grounded in research from professional journals and other scholarly resources. A minimum of 5 professional sources is required. If you are unclear what professional, scholarly or web resources are – contact the instructor or the university librarians for assistance. **In addition, a maximum of 3 web resources are permitted for this assignment.** Please be advised to review one’s work, cite all resources appropriately, and be sure the paper works together cogently and flows logically. Additional instruction for the assignment and an evaluation rubric can be found at the end of the syllabus. **The paper rubric that will be used to assess your paper is attached. Details will follow in class about the presentation of this and/or your field experience readings paper.**

FOR SCHOOL COUNSELING STUDENTS: Career Counseling in Schools Paper. Each school counseling student will write the first section of the career component of the Comprehensive Developmental School Counseling Program (CDSCP). This assignment requires the student to discuss career planning, to evaluate the career transition plan at his or her field placement site, and to discuss overall P-12 career development including the school counselor’s role. Additional instruction for the assignment and an evaluation rubric can be found at the end of the syllabus.

FOR PSYC STUDENTS: FIELD EXPERIENCE ASSIGNMENT. Each PSYC student will research and analyze three academic/scholarly career journal articles related to a career topic of his or her interest. The career topic should be chosen as it relates to the student’s possible future work in field. Students will write a one-page reaction to each article. The reaction should summarize the article and explain how the information in the article will assist the student in his or her future work in the field in terms of providing career counseling. *These readings must be on a different topic from your special populations paper. You may not use the same scholarly works for this assignment.* Students will turn in copies of the 3 articles with the future field experience reactions. **This assignment is assessed with the paper rubric.**

FOR SCHOOL COUNSELING STUDENTS: FIELD EXPERIENCE ASSIGNMENT, Career Classroom Guidance Activity: Students are required to present classroom guidance at their field experience site on the topic college and career readiness. Students should consult with the site supervisor and instructor regarding implementation. Additional instruction for the assignment and an evaluation rubric can be found at the end of the syllabus.

FOR SCHOOL COUNSELING STUDENTS: FIELD EXPERIENCE ASSIGNMENT, Individual Career Case Study and Assessment Report: At the field experience site, students will meet with an individual student for five sessions to discuss a career goal or concern. Students must select appropriate career counseling interventions and assessment strategies that can be used to evaluate the student’s career development and analyze the results to assist the student in career decisions. Additional instruction for the assignment and an evaluation rubric can be found at the end of the syllabus. **School Counseling students will present information about the case study (with anonymity for the student) to the class.**

FOR SCHOOL COUNSELING STUDENTS: FIELD EXPERIENCE ASSIGNMENT, Field Experience Hours: School counseling students will spend 30 hours in a middle or high

school for field experience hours. Site supervisors must be certified school counselors with a minimum of two years of experience. Field experience will involve observing and assisting the site supervisor with career counseling related issues. At the end of the experience you are to write a personal reaction to your field experience. Include what knowledge and skills (in the area of career counseling) you have gained from this experience. Additional information for this assignment can be found at the end of the syllabus.

FOR PSYC AND FOR SCHOOL COUNSELING STUDENTS, Examinations I & II:

Students will take two examinations that are a combination of objective and essay questions covering the chapters and additional readings. Please note that one of the essay questions on exam I will ask you to discuss the following:

Assessment Completion and Interpretation Report/Essay

After completing the battery of career assessments through the university career center, write a reflection about your experience. Include what is what like completing each assessment and what you learned about your own abilities, interests, values, personality and any other factors related to your own career development. Finally, explain how this experience might provide you with strategies for use with your clients in their career development process.

FOR PSYC AND SCHOOL COUNSELING STUDENTS WORKING TOGETHER: Career Counseling Center Project Paper: Students will be assigned to work in small groups to *develop* a career counseling center for a specific age group (elementary, middle/junior high, high school, various adult populations). The format for the project is attached and should be written as an APA-style paper. Use this format to guide this assignment. Be sure to include all requirements listed on the format. This assignment will be completed in groups assigned by the instructor. Additional instruction for the assignment and an evaluation rubric can be found at the end of the syllabus.

FOR PSYC AND SCHOOL COUNSELING STUDENTS INDIVIDUALLY: College and Career Development Autobiography

To demonstrate your knowledge of career development theories and decision-making models, write an autobiography in which you describe your college and career development and support your development with career theories (minimum of 2). Specifically describe your college readiness process from k-12 that brings you to your current career, your choice of career, and the issues, challenge, and resources you had that helped or hindered your journey. To demonstrate how theory supports career development, you want to weave theories into the story of your development. For example, you may find that Super's Life Span theory relates to your development, or that Holland does, or possibly a combination of the theories we will study. Your paper should be 5 to 7 pages (not counting the title and reference pages), should describe your college and career development, decision-making models, resources, and how career development theories apply to your career portrait.

FOR PSYC AND SCHOOL COUNSELING STUDENTS, Weekly Assignments including Discussion Posts and Quizzes: For each week, chapter readings, discussions, and quizzes are assigned. The readings are crucial to your understanding of career counseling. Initial discussion posts should be between 250 and 500 words; follow up posts may be shorter.

FOR PSYC AND SCHOOL COUNSELING STUDENTS, Instructor Evaluation: Students will be graded on professionalism, teamwork, dependability, **attendance**, punctuality and participation in online discussions. Online assignment and activities will be addressed in this area as well. As professional counselors these could be considered the most important parts of your job! Group membership and feedback are crucial to learning in this course. Being a productive and reliable member of your group will be figured in here as well. Students will have the opportunity to provide feedback to the instructor on the professionalism of group members as well.

COURSE EVALUATION

Grading Scale:

Weekly assignments (8 discussion posts and 4 quizzes @ 5 points each)	60
Career Counseling Center Project Paper	15
Career Counseling in Schools/Special Populations Paper	15
Field Experience Assignment	15
College and Career Development Autobiography	10
Exam I	40
Exam II	40
Instructor Evaluation	5
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TOTAL	200

180-200 = A, 160-179 = B, 140-159 = C, below 120 is failing.

Turn-it-in plagiarism detection is used for all writing assignments.

School counseling students must complete the no-credit course EDUC 5999. Details will be discussed in class.

ATTENDANCE

This course follows a hybrid model meaning that we meet both face to face and online. See the course schedule on Blazeview for dates of all face-to-face class times and online class times. Students are expected to be present for all face-to-face classes. Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the students to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. This means that you will turn papers in on time, communicate in a timely manner, participate in online classes, and be respectful to those you are working with. When involved in online activities, students will

conduct themselves in a respectful manner using appropriate netiquette. Professionalism also includes providing thought-provoking questions and unique responses to the discussion posts.

Students will provide feedback to the instructor regarding the participation of each group member on the group activities/projects. This information will guide the instructor in determining final professionalism grades.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

M.Ed. School Counseling

Specialty Standards	Standard Met Through
1c. models of P-12 comprehensive career development	Lecture, Readings, Careers in Schools (CiS) Paper
2c. school counselor roles in relation to college and career readiness Careers in Schools Paper – Key Performance Indicator	Lecture, Readings, CiS Paper, College and Career Discussion Post
3e. use of developmentally appropriate career counseling interventions and assessments	Lecture, Readings, CiS Paper, Individual Case Study Report
3g. strategies to facilitate school and postsecondary transitions	Lecture, Readings, CiS Paper
3j. interventions to promote college and career readiness	Lecture, Readings, Classroom Guidance Activity Report, College and Career Modules
Core Standards	
4a. theories and models of career development, counseling, and decision making	Lecture, Readings, Theory Presentations, Discussion Posts, Exam I
4b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	Lecture, Readings, Case Study, Career Lifelines
4c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	Lecture, Readings, Career Center Paper, Career Center Tour, Exam I
4d. approaches for assessing the conditions of the work environment on clients' life experiences	Lecture, Readings, Case Study
4e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development Assessment Completion and Interpretation Report - Key Performance Indicator	Lecture, Readings, Discussion Posts, Career Center Paper, Career Center Tour, Completion and interpretation of a variety of career assessments

<p>4f. strategies for career development program planning, organization, implementation, administration, and evaluation Career Center Paper – Key Performance Indicator</p>	<p>Lecture, Readings, Career Center Tour, Discussion of College and Career Modules, Career Center Paper</p>
<p>4g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy</p>	<p>Lecture, Readings, Discussion Post</p>
<p>4h. strategies for facilitating client skill development for career, educational, and lifework planning and management</p>	<p>Lecture, Readings, Case Study, Discussion of College and Career Strategies</p>
<p>4i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making</p>	<p>Lecture, Readings, Completion of variety of career assessments; class discussion of uses</p>
<p>4j. ethical and culturally relevant strategies for addressing career development</p>	<p>Lecture, Readings, Discussion Board, Case Study</p>

ASSIGNMENTS

SCHC only, Career Counseling in Schools Paper

A. First, give a description of this component of the CDSCP. Include the purpose or rationale for having a career-counseling program as part of a school's comprehensive school counseling plan. Describe typical models of P-12 comprehensive career development. Provide an overview of the typical career counseling needs for elementary, middle, and high school students and include the school counselor's role(s) in career counseling. Describe the interventions and assessments school counselors typically use to meet these career development needs. Provide an overview of at least three resources school counselors may use to meet these typical career counseling needs for k-12 students.

Next, define and explain the importance of college and career awareness in terms of student success. Define school-to-work, postsecondary, and college admissions counseling. Give an overview of the cultural and socioeconomic considerations inherent in meeting students' college and career awareness needs. Tell how school counselors can work with parents and communities to provide college and career awareness for students. Include also the importance of college and career awareness and the Bridge Law in GA. Explain how this law affects career counseling in GA schools. Provide an overview of at least three resources school counselors can use to provide college and career awareness for k-12 students.

A final piece of this section should provide an evaluation of the school-to-work, postsecondary, and college admissions counseling program at your field experience school. Discuss the transition program already in place. What recommendations (if any) would you make for the transition program based on current literature and the previous sections of this paper? Explain in detail the interventions you recommend for the program to address transition at the secondary level such as school-to-work, postsecondary, and college admissions at your field experience school.

B. One career classroom guidance lesson that focuses on promoting college and career readiness should be described in detail. The career classroom guidance template follows. This lesson will be presented at your site, and your results will be reported on the template. The template follows in this set of instructions.

C. Appendix – include all activities mentioned in your classroom guidance lesson.

Please refer to the document regarding the Bridge Law found on BlazeView.

Note: all activities provided in the program must be included in the Appendix with reference for each. If a counselor made activity and/or evaluation is used, this must also be included in the appendix.

SCHC only, Career Classroom Guidance Activity

1. Name of Activity

2. Goal/Purpose of the Activity (Use ASCA standards and give a rationale for presenting the lesson. **This lesson must present promote college and career readiness.** (Some type of technology MUST be used to implement this lesson.)
3. Competencies – use ASCA competencies (minimum of two)
4. Essential Question.
5. **Measurable** Learning objectives for each domain – **must measure at least two domains**
 - a. Cognitive Domain – What knowledge do you want the student to gain?
 - i. Minimum of two objectives grades four and up/one objective for grades three and below
 1. What pre/post test questions measure these objectives?
 - b. Attitude/Affective Domain – What attitude or feeling do you want the students learn about/change?
 - i. Minimum of two objectives grades four and up/one objective for grades three and below
 1. What pre/post test questions measure these objectives?
 - c. Skills Domain – What skills do you want student to gain as a result of the intervention?
 - i. Minimum of two objectives grades four and up/one objective for grades three and below
 1. What pre/post test questions measure these objectives or for this domain only what product illustrates that the students met the objectives?
6. Developmental Level
7. Development Learning Activity
 - a. Pretest
 - b. Introduction
 - c. Activity
 - d. Conclusion
 - e. Process Questions
 - f. Posttest
8. Resources Needed (include a copy of any materials needed)
9. Timeline
10. Pre/Post Test used (measures the learning objectives stated above)
11. Three differentiated instruction strategies
12. Three classroom management strategies
13. Analysis of Results
 - a. Include charts and/or graphs and a written analysis of the data including the impact on student learning. **Results must be reported as a percentage change.**
 - b. Must include a reflection addressing what you learned through this process and any changes you would make to improve the results.
 - c. The final report must include the information in this template and the analysis of the pre and post test.

SCHC only, Individual Career Case Study and Assessment Report

Students will meet with an individual student for five sessions. Write up the results of your five-session case study using this outline to organize the information.

The case study should contain the following information written in APA style.

1. Description of the assignment
2. Rational for the assignment
3. Identifying Data – fictitious name of student
 - a. age
 - b. grade
 - c. SES
 - d. gender
4. Presenting Issue (including who referred the child) In this case, the presenting issue is related to choosing a career. Explain.
5. Relevant History
 - a. family/friends
 - b. academic history – schools attending, grades, social relationships, academic problems
 - c. assessment/testing and interpretation of results - For your career case study, consider choosing a career assessment from GA College 411 but this semester, we have discussed many appropriate assessments form which you may choose. In this section, it is important for you to interpret and analyze the assessment information. One of your session notes should include how you discussed the assessment and its results with the student.
 - d. summary of previous counseling
6. Summary and Recommendations – you may not use all of these:
 - a. Brief summary of information gathered
 - b. Summary of Student Observations
 - c. Summary of Teacher Meeting
 - b. Describe recommended session topics and their relevance
 - c. Describe two assessment strategies that are appropriate for the student and why the strategies are appropriate for this student
7. Sources of Support and Possible Barriers to Success
8. Child's Strengths
9. Career Transition Plan – What strategies will support this student in terms of career readiness as he or she transitions into the next level of school?
10. Pre-test information – Include your pre-test. How will your sessions address the needs as determined by the pre-test?
- 11. 5 Session Reports – Use the individual session plan/report template on BlazeView to discuss the developmentally appropriate career counseling interventions and assessment(s) used– each is written as separate session report and may be in bullet form.**
12. Overall Post-Test Results (from the pre-test)
13. *You must also include a reflection about what you learned and changes you could make to improve the results and any personal thoughts, feelings you have about the session*
14. Questions you have about the case (minimum of three questions)

PSYC and SCHC, Career Counseling Center Project Paper

This paper should be written as an APA style, formal paper and include the following:

Your introduction to this paper should discuss several aspects of career development program planning. Discuss the processes you would use as a career counselor for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems. Include the strategies you will use for assessing abilities, interests, values, personality, and other factors that contribute to career development.

The subsequent sections of the paper should include the ways in which you will develop your program/project/center, including the organization, implementation, administration, and evaluation of the program:

- Center's Description (setting, target population, who will run the various components?)
- Goals and Organization of the Center (include some behavioral objectives for each goal, methods used, and evaluations that goals have been met); how will it be organized?
- Equipment and Materials on hand at the center – (rationale or how do these meet the center's goals and objectives). Be specific: list what you plan to have, what it will be used for, where it will be kept, etc.
- Equipment and Materials to be purchased (rationale or how do these meet the center's goals and objectives). Be specific: what you will buy, how much it will cost, rationale for choices. Remember to include things like pamphlets and books, but also computerized career assessments and other resources that make sense for your population.
- Grants available – find at least three and give a link to the website and a description of each grant and how it addresses the needs of your career center.
- Budget – your total budget is \$3000.00 prior to grant money (use a table format to show how money is/will be spent).
- List of local, state, and national resources available for the target population. List at least a total of 15 resources, 5 local, 5 state, and 5 national for your specific group. (A maximum of 2 in each category can be web resources; the remainder should be brick and mortar agencies. However, for the agencies you may include website links as well.) Please include descriptions of what each resource is and what it can provide your target population.
- Reference Page

**PSYC Students, Career Counseling Issues for Special Populations Outline
(assessed with paper rubric)**

This paper must be written as a formal, APA style paper. If you are not familiar with formal APA writing, please schedule an appointment with the Writing Center and request to meet with a graduate writing tutor.

1. Introduction
 - a. description (characteristics) of population
 - b. statistics about population (nationally)
 - c. stereotypes or misconceptions of population
 - d. relevant definitions of population
 - e. development issues of group
2. Career Issues (*you may include #3 in this section as long as it applies to career issues*)
3. Relevant Research
 - a. for specific population
 - b. on career issues related to specific population
4. Role of Career Theory
 - a. explain selected theory
 - b. explain the theory's applicability to the specific population
 - c. provide limitations (if any) of the selected theory for this population
5. Role of Career Counselor
explain specific career techniques and interventions appropriate for this population
6. Career Assessment Instrument/s appropriate for this population
7. Internet Resources
Websites the client may visit to gain information to assist them in the career search process. (This is not a list of resources you used to gather information for the paper and presentation.)
8. Reference Page

School Counseling, Career Counseling Field Experience

(must be completed at the middle or high school level)

Forms to be completed before beginning your careers field experience are on Blazeview. In addition, please note that the following must be completed before you can start the field experience:

Proof of Professional Organization Membership/Insurance and Criminal Background

Check (CBC): Each student will submit proof that he/she has joined an appropriate professional organization. (GSCA – Georgia School Counseling Association, ACA – American Counseling Association, ASCA – American School Counselor Association, or ask me if you have another interest). Students must also purchase liability insurance and submit a criminal background check to the College of Education before beginning their field experience. You may not go into the schools until you have liability insurance and have completed a criminal background check. You must submit a copy confirming that you have purchased insurance or a copy of your insurance card and the CBC to your instructor and to the College of Education where the information will be added to the Banner.

Field experience will involve *observing and assisting* the site supervisor with career counseling related issues. At the end of the experience you are to write a personal reaction to your field experience. Discuss and react to the structure of the school/institution's career counseling program - the strengths and weaknesses and what changes you would like to make. Also include what knowledge and skills (in the area of career counseling) you have gained from this experience.

Students must also complete an *individual career case study* from their field experience, discussed as a separate assignment – see above. (*Some schools may require parent permission for you to meet individually with their child – be sure to inquire about this with your site supervisor*).

Prior to beginning the field experience, students must provide the instructor with completed field experience application by the end of the third week of class. Students must also obtain liability insurance and a complete a criminal background check which must be submitted with the field experience application. Applications through the Student Professional Association of Georgia Educators (SPAGE) can be obtained from the Dean's office in the Education Center for the liability insurance. The Dean's office has information on background checks as well.

This field experience has several requirements for completion. Students will keep a log on the Internet Logging System (ILS) that notes time spent, activities completed, and how activities or observations relate to the course objectives. Students will also be asked to discuss their experiences in class. A minimum of 30 hours must be completed.

An evaluation must be completed by the site supervisor rating your contribution. The field experience contracts and field experience evaluations can be found in the Field Experience folder on Blazeview.

**PSYC and SCHC
College and Career Development Autobiography**

To demonstrate your knowledge of career development theories and decision-making models, write an autobiography in which you describe your college and career development and support your development with career theories (minimum of two). Specifically describe your college readiness process from k-12 that brings you to your current career, your choice of career, and the issues, challenge, and resources you had that helped or hindered your journey. To demonstrate how theory supports career development, you want to weave a story of theories into your development. For example, you may find that Super's Life Span theory relates to your development, or that Holland does, or possibly a combination of the theories we will study. Your paper should be 5 to 7 pages (not counting the title and reference pages), should describe your college and career development, decision-making models, resources, and how career development theories apply to your career portrait.

Assessed with the paper rubric.

RUBRICS USED FOR CLASS ASSIGNMENTS

K-12 Student Case Study Rubric

	Target	Acceptable	Unacceptable
Case Background	The case study demonstrates a thorough consideration of identifying information and relevant background information for the client.	The case study demonstrates some consideration of identifying information and background information for the client.	The case study demonstrates a lack of consideration of client information and history.
Assessment	The case study demonstrates an advanced understanding of assessment and appropriate use of results with the client. Assessment results are used to plan sessions.	The case study demonstrates some understanding of assessment and use of results with the client. Assessment results are used to plan sessions somewhat effectively.	The case study does not employ assessment methods or does so ineffectively. Assessment results are not used to plan sessions.
Session Reports	In-depth discussion & elaboration of every session. Each session must be reported on the session template provided by the instructor.	In-depth discussion & elaboration in most sessions. Sessions reported on template reported by the instructor.	Brief or superficial discussion of sessions. Template not used.
Outcomes	The case study ties together the background, assessment(s), and sessions that provide a summary of intervention with the client. Includes a reflection and questions to facilitate deeper understanding of the case.	For the most part, ties together the background, assessment(s), and sessions to provide some summary of the intervention with the client. Includes a reflection and questions that might facilitate some additional understanding of the case.	Does not tie together the background, assessment(s), or sessions. Includes a superficial reflection and questions (or none at all) that do not facilitate deeper understanding of the case.

SPELLING & GRAMMR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
APA	APA guidelines are followed in the case study write up.	APA guidelines are followed 80% in the case study write up.	APA guidelines are not followed in the case study write up.
Use of Data	The case study includes thorough details of pre post (perception data) and results data that show how the student is different as a result of the intervention.	The case study includes brief details regarding the pre post (perception data) and some reference to the results data that show how the student is different as a result of the intervention.	The case study does not include a discussion of the pre post data or the results data.
Additional Component Specific to Assignment			

Adapted from: Whalen, S. “Rubric from Contemporary Health Issues Research Paper”
http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml

Paper Rubric

	Target	Acceptable	Unacceptable
Paper Components			
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer’s own insights. The writer provides concluding remarks	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.

	that show analysis and synthesis of ideas.		
TOPIC FOCUS	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
SPELLING & GRAMMR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
APA Style			
APA Format (Headings, double spaced, margins, etc)	The paper is formatted using APA format.	At least 80% of the paper is formatted using APA style.	The paper is not formatted using APA style.

SOURCES	The paper meets or exceeds the minimum number of required sources. Sources include both general background sources and sources from peer reviewed journals. All web sites utilized are authoritative.	At least 80% of the required number of sources is present. All web sites utilized are authoritative.	Less than 50% of the required sources are present in the paper. Not all web sites utilized are credible, and/or sources are not current.
CITATIONS	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Does not cite sources.
References	References are formatted using APA style	At least 80% of the references are formatted using APA style	Less than 50% of the references are formatted using APA style.

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper"
http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml

**Valdosta State University
 School Counseling Classroom Lesson Evaluation**

Student: _____
 Course: _____
 Observation # _____

Date: _____
 Site: _____

Instructor: _____
 Activity: _____

Standard	Criteria				Points
	1	2	3	4	
1. ASCA Standards and Competencies – ASCA competencies and standards are directly related to the learning objectives, developmental learning activity, and pre/post	There is little or no evidence that the candidate met the ASCA standards and competencies standard.	There is limited evidence that the candidate met the ASCA standards and competencies standard.	There is clear and convincing evidence that the candidate met the ASCA standards and competencies standard.	There is clear, consistent, and convincing evidence that the candidate met the ASCA standards and competencies requirement.	_____

assessment.					
2. Essential Question – An essential question is included in the guidance activity and clearly related to the guidance activity topic.	There is little or no evidence that the candidate included an essential question	There is limited evidence that the essential question addresses the topic of the guidance activity.	There is clear and convincing evidence that the essential question is included and related to the topic.	There is clear, consistent, and convincing evidence that the essential question is present and addresses the topic of the guidance lesson.	
3. Learning Objectives – Learning objectives are clearly measurable and related to the ASCA standards and competencies and the developmental learning activity	There is little or no evidence that the candidate met the learning objectives standard.	There is limited evidence that the candidate met the learning objectives standard.	There clear and convincing evidence that the candidate met the learning objectives standard.	There is clear, consistent, and convincing evidence that the candidate met all the learning objectives standard.	_____
4. Developmental Learning Activity- The activity contains an introduction, the activity, and conclusion and is directly related to ASCA standards and competencies and the learning objectives.	There is little or no evidence that the candidate met the instructions standard.	There is limited evidence that the candidate met the instructions standard.	There clear and convincing evidence that the candidate met the instructions standard.	There is clear, consistent, and convincing evidence that the candidate met all the instructions standard.	_____
5. Resources Needed – All needed resources are listed.	There is little or no evidence that the candidate met the resources standard.	There is limited evidence that the candidate met the resources standard.	There clear and convincing evidence that the candidate met the resources standard.	There is clear, consistent, and convincing evidence that the candidate met all the resources standard.	_____

<p>6. Pre/Post Test – the pre/post test directly measures the learning objectives.</p>	<p>There is little or no evidence that the candidate met the pre/posttest standard.</p>	<p>There is limited evidence that the candidate met the pre/posttest standard.</p>	<p>There clear and convincing evidence that the candidate met the pre/posttest standard.</p>	<p>There is clear, consistent, and convincing evidence that the candidate met all the pre/posttest standard.</p>	<hr/>
<p>7. Differentiated Teaching Strategies – the candidate must use at least three differentiated teaching strategies.</p>	<p>There is no evidence that differentiated teaching strategies were used to teach the guidance activity.</p>	<p>There is evidence that at least one classroom management strategy was included in the guidance activity.</p>	<p>There is evidence that at least two classroom management strategy was included in the guidance activity.</p>	<p>There is evidence that at least three classroom management strategy was included in the guidance activity.</p>	<hr/>
<p>8. Classroom Management Strategies – the candidate must include at least three classroom management strategies.</p>	<p>There is no evidence of classroom management strategies being included in the guidance activity.</p>	<p>There is evidence that at least one classroom management strategy was included in the guidance activity.</p>	<p>There is evidence that at least two classroom management strategy was included in the guidance activity.</p>	<p>There is evidence that at least three classroom management strategy was included in the guidance activity.</p>	<hr/>
<p>9. Analysis and Reflection – The analysis and reflection are complete containing a detailed analysis of the pre and post test including charts and graphs.</p>	<p>There is little or no evidence that the candidate met the analysis and reflection standard.</p>	<p>There is limited evidence that the candidate met the analysis and reflection standard.</p>	<p>There clear and convincing evidence that the candidate met the analysis and reflection standard.</p>	<p>There is clear, consistent, and convincing evidence that the candidate met all the analysis and reflection standard.</p>	<hr/>

ADDITIONAL INFORMATION

Contacting me: General questions need to go through email.

The best way to reach me is through email.

My cell is the place to contact me if you have a **true emergency**.

I will contact you through your VSU email address.

I make every attempt to return emails and phone calls within 24 hours unless it's over the weekend which may take until Monday. If you email me on a Saturday or Sunday about an assignment that is due on the following Monday, you may not hear back from me until that Monday, the day the assignment is due. Please plan accordingly.

Additional Livetext Information and ILS Information: All school counseling students must purchase Livetext. It is available through the bookstore or at www.livetext.com. Your portfolio will be placed and stored on Livetext as well as any other assignment used as part of the your evaluation for the school counseling program. Training for Livetext will be provided for all students and you must purchase it prior to the training.

School Counseling students will receive additional information about when to load documents into Livetext. Please know that these documents must be uploaded into your Livetext portfolio as part of the completion of the school counseling requirements for graduation.

ILS—Internet Logging System. Students MUST be registered on the Internet Logging System (ILS) as part of the requirements for this course. The deadline to sign up is posted on the course schedule. You may contact the course instructor who will send a link to sign up for those who do not already have an account. Don't sign up without this link. ILS is used to log all of your site hours throughout the counseling program. The cost is \$40.

All textbooks and Livetext are located at the university bookstore.

Valdosta State provides free technical support for online students. If you need technical assistance with BlazeVIEW, visit the VSU [BlazeVIEW](#) web site for Frequently Asked Questions and Self Help, or contact [BlazeVIEW Help](#).

Additional information on discussion posts and groups: Discussions may occur in groups. More detail will come in class at the first live class meeting regarding this part of the discussion expectation.

Please post your first response to each discussion by mid-week of the week the discussion is due so that others have time to respond or comment. Please know that other weekly assignment may be posted and all are to be completed by Sunday at midnight.

Make-up and late work policy: Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not

exactly duplicate the original and will not entitle other students to the same alternative since they may not have experienced the same situation.

Assignments must be turned in on time by posting the assignment to the drop box. I will inform you in class before the assignment is due if I request that you also turn in a hard copy in class.

Turn-it-in plagiarism detection software is used for writing assignments.

Any circumstance leading to a late submission must be discussed with me personally before the due date – not after as no assignment will be accepted late if it is not discussed with me before it is due. Only serious circumstances such as illness or injury documented with a doctor’s note will be considered. Late work will receive significant point deductions. The student also must arrange for a personal meeting with the professor for the purpose of discussing an appropriate grade for the work.