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E-mail: rsaner@winona.edu  
Office Hours: Tuesdays 3:30-5pm and by appointment  
Course Location: East Hall 265  
Course Dates, Times, Delivery:  Tuesdays: May 12, 19, 26, June 2 & 9, 5-8pm, Hybrid format of lecture, large and small group discussion, supervised practical application, D2L discussions and quizzes.

Course Description:  
This course provides students with the basic theories, counseling techniques, and assessment tools used in career counseling. Through applied learning experiences students will be able to complete a comprehensive career assessment and plan. Grade only.

Required Texts and/or Materials:  

Course Objectives:  
The purpose of this course is to introduce students to career counseling as it relates to their future work as counselors in the school and community settings. Upon completion of this course, students will be able to:
   a. Understand career counseling theory and identify the relevance of theories in relation to professional counseling;
   b. Identify a variety of tools to assist clients in their growth;
   c. Demonstrate their competence in utilizing tools;
   d. Understand the necessity for different approaches based on the diverse needs of clients;
   e. Demonstrate their knowledge of career counseling and theories through supervised application.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards: (include CACREP objectives for CMHC and SC as appropriate)

Mental Health Counseling:  
E.2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
School Counseling:
C.2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
E.2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
G.3. Identifies various forms of needs assessments for academic, career, and personal/social development.
H.2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
5. Assesses barriers that impede students' academic, career, and personal/social development.

Career Counseling:
A.1. Understands the history, philosophy, and trends in career counseling.
5. Understands a variety of models and theories of career counseling and career development.
B.2. Demonstrates an ability to explain career development as an integral subset of human development.
C.1. Understands techniques of career development, career counseling, career choice, career programming, and associated information delivery.
D.1. Demonstrates the ability to identify and understand clients' personal, family, and cultural characteristics related to their career development.
6. Demonstrates the ability to recognize his or her own limitations as a career counselor and to seek supervision or refer clients when appropriate.
E. 1. Understands the role of multicultural issues in career counseling.
2. Understands the effects of racism, discrimination, power, privilege, and oppression in one’s own life and career and those of the client.
G.1. Understands assessment strategies for career development and career counseling programs.
2. Understands how to choose appropriate career assessment tools and techniques.
3. Understands bias in career assessment and interpretation (including cultural and linguistic characteristics of the client).
H.1. Demonstrates an ability to identify, select, and provide appropriate career assessment tools for clients.
2. Demonstrates an ability to administer, score, and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life-career development issues.

Course Expectations and Requirements:

1. Attendance and participation
Students are required to attend all classes and be an active and engaged learner. It is expected that you come to class prepared by having completed the assignments and readings. Failure to do so will result in a reduction in your grade. As this is a hybrid class with limited face-to-face classes, if you have plans that will result in missing class, you should consider withdrawing from the course. If you need to miss a class due to an emergency or illness, you are expected to contact the instructor as soon as possible.
Inclement weather may interfere with class. The instructor will notify students of cancellation by 2pm of the day of class and notifications will be made via D2L announcements, the WSU homepage, and WSU email.

2. Assignments
Assignments are expected on time. If for some reason a student has difficulty meeting course expectations, the student is responsible for notifying the instructor immediately to work out an alternate plan agreed upon by both parties. *Late assignments without instructor permission will result in a reduction in the grade.*

Discussions *(20 points each)*

Discussions will be posted via D2L, with each student participating at least 4 times in the discussion.

Interview and resource identification *(100 points)*

This assignment provides an opportunity to understand the role of career counseling in “the real world”. You will:

a. Interview a practicing counselor and gather information including: how career counseling is integrated into their life as a counselor, what kind of training they had to prepare for career components of their job, what tools do they use that to assist them, and what do they wish they knew before becoming a counselor, *(this interview cannot take place via email, it must be in person or on the phone)*;

b. Identify a career tool he/she uses to enhance his/her role as a counselor;

c. Become familiar with the tool and create ONE powerpoint slide about that tool *(what is used for, how they came to use it, if there is any research to support it, etc.*) and be prepared to talk about it in class;

d. Write a 2-page reflection about your experience. Include in the reflection: a brief summary of your interview, what did you anticipate you would learn from the counselor vs. what you actually learned; what did you gain from the experience.

Career inventories & summary paper *(100 points)*

You will complete 3 inventories over throughout the course, the Self-directed Search (SDS), the Kuder, and the MBTI. You will create a 6-8 page summary and reflection paper in APA format:

*SDS* – You will take the SDS, completing the entire booklet. What were your results? Did they match your “occupational daydreams”? Based on your code, what do you see as your strengths as a future counselor? What do you perceive as areas for strengthening?

*Kuder* – Each student will administer the Kuder to another student (thus also take one). You will write a one-page summary and present the results to the student—this will be recorded.
**MBTI** - You will take the MBTI. In class we will create groups and to discuss types and how they fit with your future role as a counselor.

Your summary paper will include:
- Compare and contrast your results of the 3 different inventories. Did they “fit” for you? How do they align with each other?
- SDS - What were your results? Did they match your “occupational daydreams”?
- Based on your code, what do you see as your strengths as a future counselor?
- MBTI – What does your type tell you? What about your type will be strengths in your future role as a counselor? What areas will you need to strengthen?

**“Holland” interviews (100 points)**

In small groups (3-5) you will create 10 open-ended questions to interview adults about their career path. Each group member will identify two people who: (1) have had more than one “career”, (2) have different jobs from each other currently, and (3) are over the age of 30; you will interview them (in person) and ask the questions you have developed. As a group, you must have at least one person from each Holland area (RIASEC). The group will identify common themes and differences regarding the career decision making of the interviewees. A summary paper will be written, 8-12 pages in APA format, as well as a 2-page reflection paper from each person. In addition, each group will prepare a 10-minute presentation of your findings to the class.

**Quizzes (50 points each)**

There will be 2 quizzes worth 50 points each at mid-term and end of term, taken via D2L in place of discussion.

**Grading:**

All assignments are graded on a point system, with the overall grade calculated on a percentage for the semester based on overall points.

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<thead>
<tr>
<th>Letter grade</th>
<th>Percentage system</th>
<th>Point system</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 90%</td>
<td>460 – 414</td>
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<tr>
<td>B</td>
<td>89 - 80%</td>
<td>413 – 368</td>
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<tr>
<td>C</td>
<td>79 – 70%</td>
<td>367 – 322</td>
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<td>D or below will result in remediation</td>
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### Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS/PRESENTATIONS</th>
<th>READINGS/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>May 12, 2015</td>
<td>Introduction &amp; syllabus&lt;br&gt;Career development &amp; theories&lt;br&gt;Groups</td>
<td>Chapters 1 &amp; 2 Complete SDS</td>
</tr>
<tr>
<td>May 14, 2015</td>
<td>D2L Discussion posted</td>
<td>Response due 5/17</td>
</tr>
<tr>
<td>May 19, 2015</td>
<td>Empowering life choices&lt;br&gt;Administer Kuder</td>
<td>Chapters 3-5 Complete MBTI</td>
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<tr>
<td>May 21, 2015</td>
<td>D2L discussion posted</td>
<td>Response due 5/25</td>
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<tr>
<td>May 26, 2015</td>
<td>Clients with disabilities&lt;br&gt;Responding to change&lt;br&gt;Powerpoint slides&lt;br&gt;Record results</td>
<td>Chapters 6 &amp; 7 Interviews &amp; resources due Kuder results due</td>
</tr>
<tr>
<td>May 28, 2015</td>
<td>QUIZ via D2L</td>
<td>Chapters 1-7</td>
</tr>
<tr>
<td>June 2, 2015</td>
<td>Career Counseling Process&lt;br&gt;Group work</td>
<td>Chapter 8 &amp; 9 Career inventory summary paper due</td>
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<tr>
<td>June 4, 2015</td>
<td>D2L discussion posted</td>
<td>Response due 6/7</td>
</tr>
<tr>
<td>June 9, 2015</td>
<td>Helping clients tell their stories&lt;br&gt;Group presentations</td>
<td>Chapter 10 &amp; 11 Holland interviews due</td>
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<tr>
<td>June 11, 2015</td>
<td>QUIZ via D2L</td>
<td>Chapter 8-11</td>
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### University Expectations and Resources:

**Academic Integrity:** The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: [http://www.winona.edu/sld/academicintegrity.asp](http://www.winona.edu/sld/academicintegrity.asp).

**Accommodations:** According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support.
services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at http://www.winona.edu/accessservices/gettingstarted.asp.

Commitment To Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: http://www.winona.edu/diversity/estatement.asp.

Graduate Student Resources:

General Information: Academic calendar, forms and other procedures for graduate students can be found at http://www.winona.edu/gradstudies/currentstudents.asp

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):

- RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
- UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the KEAP Center, dedicated to supporting diversity on campus, can be found here: http://www.winona.edu/diversity/22.asp.

- UCR Learning Center - Rochester - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.
Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: http://www.winona.edu/sld/studentgrievance.asp