



PSY 540- College and Career Counseling (3 credits)

SPRING 2025, Heritage Online

Instructor: Chelsea Buffum, MS, LMHC

Office Hours: Fridays 9-11 am, by arrangement

Email: Buffum_C@heritage.edu

Office: Simkins 2112

Cell: 720-601-3258

Course Description

PSY 540- College and Career Counseling

The purpose of this course is to provide students with an understanding of career development and the role of the career counselor within college contexts, and beyond. The course is designed to examine theories of career development and decision making, sources of occupational information and methods of career counseling, assessment, and program planning. Both theory and the practical application of career counseling will be explored through lectures, class discussions, readings, writings, and projects. Students will have the opportunity to practice various career counseling techniques and gain an understanding of their own career development. Ethical and legal issues, contemporary trends and application of career counseling models to a variety of populations in school and community settings will be explored. Prerequisite(s): Enrollment in MMHC program.

Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisuouse, Wenatshapam, Klikatat, Klinquit, Kow- was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [TREATY OF 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our University's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

Learner Outcomes, Heritage Outcomes, Performance Indicators

MMHC Program Learning Outcomes:

- Students intentionally, creatively and effectively use essential counseling and interviewing skills in working with clients from various cultures and backgrounds.
- With respect for and healthy collaboration with other professionals, students adopt the professional identity of a counselor and practice as such, including following and knowing the ACA Code of Ethics, state legal codes, reporting and referral processes, and the roles and functions of a professional counselor.
- Students intentionally, creatively and effectively use essential counseling and interviewing skills in working with clients from various cultures and backgrounds.
- Students understand assessment process in counseling and intentionally and effectively utilize appropriate assessments for a variety of reasons across a variety of settings, particularly within community mental health and educational contexts.

CACREP Standards

In addition to the MMHC Program Student Learning Outcomes, this course aligns with The Council for Accreditation of Counseling and Related Educational Programs

The 2024 CACREP standards can be found at:

<https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf>

This course is designed to meet CACREP Core Standards (5-B CAREER COUNSELING)

By the end of this course, students should be able to understand and demonstrate competencies in the following areas:

1. factors that affect clients' attitudes toward work and their career decision-making processes
2. the unique needs and characteristics of diverse clients with regard to career exploration, employment expectations, and socioeconomic issues
3. implications of gender roles and responsibilities for employment, education, family, and leisure
4. impact of globalization on careers and the workplace
5. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations
6. approaches and resources relevant to diverse clients acquiring a set of career planning, employability, job search, job creation, and life-work role transition skills
7. strategies to assist clients in the appropriate use of technology for career information and planning
8. strategies to market and promote career counseling resources and services

| Related 2024 CACREP Standards | Key Performance Indicators (KPIs) | Student Learning Objectives (SLOs) | Primary Learning Objectives (PLOs) | Evaluative Methods: Direct (D), Indirect (I), Evidence and Assignment (A) |
|---|---|--|--|---|
| <p>5.B.1 factors that affect clients' attitudes toward work and their career decision-making processes</p> <p>5.B.2 the unique needs and characteristics of diverse clients with regard to career</p> | Students will be able to discuss at least two different career development theories. They will be able to identify traditional assumptions embedded in career theories within the United States, and identify recommendations for | Students will identify, distinguish between, and understand both traditional and current theories of career development. They will distinguish between universal and culture-specific models, understand the | Students will be able to discuss at least two different career development theories. They will be able to understand and apply the implications of gender roles and globalization to specific populations. | <p>D: Career Development paper for Specific Population</p> <p>I: Discussion Posts</p> <p>A: Personal Career Development Final</p> |

| | | | | |
|--|--|--|---|---|
| <p>exploration, employment expectations, and socioeconomic issues</p> <p>5.B.3 implications of gender roles and responsibilities for employment, education, family, and leisure</p> <p>5.B.4 impact of globalization on careers and the workplace</p> | <p>culturally effective career counseling.</p> | <p>implications of ethnocentrism and acculturation, and identify recommendations for culturally effective career counseling.</p> | | |
| <p>5.B.5 approaches and resources relevant to diverse clients acquiring a set of career planning, employability, job search, job creation, and life-work role transition skills</p> <p>5.B.6 strategies to assist clients in the appropriate use of technology for career information and planning</p> | <p>Students will be able to find and reference at least one interest/skills/aptitude test that they can utilize with clients. Students will be able to discuss how technology can assist and/or detract from career information and planning. Students will be able to discuss primary career strategies and techniques to</p> | <p>Students will be able to discuss the differences between skills, abilities, and interests when it comes to career planning, and how to assess those areas with clients. They will learn about online programs that can help them assess and deliver career interventions.</p> | <p>Students will peruse and understand how to use a primary career planning website, O*Net. They will be able to explain how websites like O*Net can assist them in career development counseling with clients.</p> | <p>D: Values Cardsort Mock Counseling Session I: : Career Development paper for Specific Population A: Career Development Final</p> |

| | | | | |
|---|---|--|--|--|
| <p>5.B.7 strategies to market and promote career counseling resources and services</p> | <p>utilize with different ages and populations.</p> | | | |
|---|---|--|--|--|

Texts, Materials, and Technology

Text(s): Niles, S.G. & Harris-Bowlsbey, J. (2022). *Career Development Interventions* (6th Ed.). Pearson.

Supplements: Articles and videos as posted in MyHeritage.edu

Technology: Access to a laptop (PC, MacBook, etc.) or desktop and reliable internet access will be needed. Laptops can be checked out from the library (Unfortunately, iPads, tablets, and chrome books are not laptops. See Staff in the Donald K. North Library to check out a laptop). Our Learning Management System (LMS) called MyHeritage will be used to communicate ideas/instructions and to upload assignments. Your faculty member will help you.

Assignments and Grading

Assignments -- Be sure to review this section closely and address all the requirements. **Follow APA formatting as necessary** (e.g., title and reference page, use of headings, double spaced, 12-point Times New Roman font, in-text citations, etc.). A title page and reference pages are in addition to the page length requirement outlined below. All assignments are weighted based on their point value, with 630 points total available.

- 1. Discussion Board Posts (130pts; 13x10)-** Each week you will be asked to discuss your reflections on the reading/materials in discussion board posts through MyHeritage.com. Specific questions will be posed to assess your level of reading, critical thinking, and reflection. You will write 1-2 paragraphs in response to each question and respond to one of your colleague's posts. Alternatively, you can record a short video or audio recording of yourself to post, which is an option in MyHeritage.com. Your discussion should include reflections that demonstrate critical thinking, self-awareness, and sophistication commensurate with graduate level work, not just summaries of content. You should demonstrate that you engaging with course material thoughtfully by being specific and elaborating in your post. Your response to a peer should include an insightful reflection that adds to the conversation, not just simply agrees with the original poster. **Both discussion posts must be completed in the week they are assigned by Sunday evening 11:59pm before the next week begins.** Please keep this in mind as you complete your reading and initial post. DO NOT wait to post your initial post until the deadline. Because this class is asynchronous, discussion board posts are imperative to assess your participation in and comprehension of course content and how it is impacting you as a developing counselor. Please take them seriously as such.

2. **Career Values Card-Sort Mock Counseling Session (150pts)**- You will partner with a colleague in this class to complete this assignment. Each of you will take turns administering the card-sort to your colleague and discussing/processing the results with each other, as if you were in a counseling session with a client. Visit <https://careers.vcu.edu/media/vcu-careers/docs/ValuesCardSort.pdf>. Introduce the card-sort, how it can help this client explore their career values, and process the card-sort with them afterward using the questions on the website. **Record the session and share with Chelsea via Supervision Assist.** Include a brief summary of:
 - a. What was it like to be a “client” doing the cardsort? What did you learn about yourself? What surprised you?
 - b. What went well in your counseling session when you administered the cardsort? What would you like to work on in the future if you were to use it with clients again?

3. **Quizzes (40 x 5; 200 pts total)**- In order to prepare for the National Counselor Examination (NCE), where you will be tested on Career Counseling, you will take five quizzes throughout the semester in order to assess your comprehension of the reading and material. Quizzes are open book and open note, and do not have a time limit.

4. **Career Development for Specific Population Research Analysis Project (150 pts)**: This paper will be focused on a deeper dive into career development for a specific population. For example, you could focus on career development for folks with a specific disability, career development for folks with a specific mental health diagnosis, or career development for folks with specific lived experiences. You will create an intervention program for this population based on your research. You must reference 3-4 peer-reviewed articles in your work. You will include:
 - **Specific career related issues that apply to this population.** Include barriers and facilitators to career development and growth. These can be environmental barriers/facilitators (e.g., lack of accessible work positions) and individual barriers/facilitators (e.g. internalized ableism).
 - **An intervention program for this population.** Utilize your reading and research to explore how you might support this population in career development. You may design, for example, a six-session manual for clients in this population, or a group facilitation manual. Include how you will assess career needs/interests/development, and what strategies you will utilize.
 - **Appendices, including any original worksheets, intervention tools, or session outlines** you could utilize in your program
 - **APA Formatting is required. Please see example posted in MyHeritage.edu.**

5. **Personal Career Development Final Paper (100)**- You will write a Personal Career Development paper that details major influences in your own career development. You may utilize much of your learning/reflection done throughout the semester in discussion board posts to craft this paper. There are three key parts to this paper:
 - a. **A summary of your career development process thus far. You may choose to include any or all of the following:**
 - i. Influences that shaped how you thought about work or what careers were available to you.
 - ii. People or experiences that inspired you

- iii. People or experiences that discouraged you
- iv. Consider: where you grew up, family influences, what strengths people have seen in you, and how your interests have developed

b. A summary of your inventory work this semester. You may include

- i. Your O*Net interest profiler results
- ii. What you learned from being a client in your Values Cardsort
- iii. Explore what you learned about yourself in these activities and how this applies to your current career trajectory

c. Theories relevant to your career development

- i. Choose at least two theories that you learned about in our theories work that are relevant to your career development. Describe how these theories apply to your career development.

Grade Scale:

| Grade | Points | Percent | Grade | Points | Percent |
|-------|---------|----------|-------|---------|----------|
| A | 489-520 | 94-100% | C | 364-389 | 70-74.8% |
| A- | 473-488 | 91-93.8% | C- | 343-363 | 66-69.8% |
| B+ | 452-472 | 87-90.8% | D+ | 328-342 | 63-65.8% |
| B | 426-451 | 82-86.8% | D | 312-327 | 60-62.8% |
| B- | 411-425 | 79-81.8% | D- | 296-311 | 57-59.8% |
| C+ | 390-410 | 75-78.8% | F | 000-295 | 00-56.8% |

Course Guidelines and Expectations

- Students are expected to engage with all course material and to reflect on course material with graduate skill level and sophistication. As an asynchronous course, students are expected to remain intentional as they engage with the material, and to keep up on all assignments and readings as posted in MyHeritage.edu.
- **Social and Racial Justice Statement:**
 - As counselors, we understand the pursuit of social justice as a determination to recognize the inherent worth of all humans. The Heritage MMHC program also stands with mental health professionals who believe that systemic racism is a public health issue. We call on our faculty and staff members, to be active dismantling discrimination and institutional racism in their classrooms and communities by preparing counselors to think critically about power, privilege, and multicultural issues in order to advance social and racial justice for all.
- **Emotional Labor Acknowledgement and Group Statement**
 - Emotional labor is the need for one group to regulate their emotions to satisfy another group, usually the group holding the most power. We want to acknowledge the diversity present, and not present, in this space, as this group is currently composed of predominantly white bodied people, and white folks inherently hold more power in our current social system. We also want to recognize that black and brown bodied folks in this cohort are inherently carrying the abundance of emotional labor both in this space and on a daily basis in the world, many of them navigating multiple systems of oppression. We thank and honor those that do the emotional labor and agree not to exploit it. We acknowledge the need to hold this emotional labor as a group. As a result of these acknowledgements, it is a goal of this group for the folks that do not tend to hold the weight of emotional labor, to accept the complexity and pervasiveness of emotional labor.
- **Pronoun Usage and Names:**

- The Heritage MMHC Program recognizes that name and gender identity are central to most individuals' sense of self and well-being, and that it is important for the program to establish mechanisms of acknowledgment and support for individuals' self-identification. One way we can support self-identification is by honoring the name and pronouns that each of us go by. In all classes, you are invited if you would like, to share what pronouns you go by, and we will seek to refer to people using the pronouns that they share. The pronouns someone indicates (e.g. "he" or "she" or "they" or "ze" or something else) are not necessarily indicative of their gender identity and as such, there are times when folks do not feel comfortable sharing pronouns. For example, sharing one's pronouns may automatically disclose that person is not cisgender, or a person may be questioning their pronouns and might be unsure of how they would like to be referred to and what pronouns to share. Thank you for making the counseling program at AUS an inclusive space. Additionally, you are not required to anglicize your given or chosen name, whichever name honors you or you prefer, will be used in our learning spaces.
- **Policy on late work:** This instructor understands that there are multiple demands on your time and efforts outside of graduate school, and that emergencies and crises arise. You may need extra time for an assignment or project, and that is okay. Individual assignments can be accepted late provided the following:
 - Submit a google form linked here PRIOR to the due date and time of the assignment: <https://forms.gle/NNnXiXZDKBnW9FJp7>
 - Briefly explain why you won't be able to turn in the assignment on time
 - Suggest an alternative date for the due date of your assignment, that is BEFORE THE END OF THE SEMESTER
 - Be responsible for that due date (Chelsea will not send reminders- you will need to turn it in then or you will receive a zero).
 - The expectation is not that you will be able to complete everything perfectly on time; however, as a graduate student training to be a professional counselor, Chelsea does expect you to communicate early and often, before the due date arrives.
 - Generally, **late work that is not communicated with Chelsea prior to the due date is not accepted.**

Description of Assignment Types

- Assignments include weekly reflections and discussions, two papers

Designated style

- Writing for this course is to be done using the American Psychological Association's (APA) style guide. While not required for this course, the seventh edition style guide is a helpful resource.

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

| Course Schedule | | | |
|-----------------|---------|----------------------|-----|
| WEEK | SUBJECT | READING(S)/MATERIALS | DUE |

| | | | |
|----------------|--|---|--|
| Week #1 | Introduction to Career Development Interventions | N&H Ch. 1 | <u>Discussion Post #1</u> - Introduction (include name, pronouns, and something interesting about yourself). What is your relationship like to work? How has it been related to your self-worth? |
| Week #2 | Theories of Career Development | N&H Ch. 2 | <u>Discussion Post #2</u> Tell us about which theory you resonate with most and why. |
| Week #3 | Theories of Career Development, cont. | N&H Ch. 3 | <u>Discussion Post #3</u> - How well do the career development theories discussed in this chapter address persons from diverse backgrounds? What are some strengths and weaknesses that stand out? Quiz #1 |
| Week #4 | Culturally Competent Career Interventions | N&H Ch. 4 The Barber of Little Rock Video | <u>Discussion Post #4</u> : Choose a specific group (e.g., LGBTQ population, disabled folks, or a cultural ethnic group). Tell us about barriers and facilitators to career development for the group you choose. |
| Week #5 | Assessment and Career Planning | N&H Ch. 5 Explore O*Net website and Take Interest Profiler | <u>Discussion Post #5</u> : Explore O*Net website. Take the Interest Profiler. Tell us what interests were strongest for you and what O*Net recommended for you. How do you think this might be useful to use with a client? Look at one other interest, skill or ability |

| | | | |
|-----------------|--|--|---|
| | | | inventory listed in your textbook. How would you access it? How would you help a client access it? Which ones interest you more? |
| Week #6 | Career Information and Resources | N&H Ch. 6 | <u>Discussion Post #6</u> : How did you decide on your current career path? What Decision Making Model in Ch. 6 most aligns with the process you took/are taking? What information did you seek out before making a decision? Quiz #2 |
| Week #7 | Information and Communication Technologies | N&H Ch. 7 | <u>Discussion Post #7</u> : What are the similarities and differences between telehealth counseling and using ICT? Would you use ICT in your career counseling with a client? |
| Week #8 | Career Counseling Strategies and Techniques | N&H Ch. 8 Career Values Card Sort: https://careers.vcu.edu/media/vcu-careers/docs/ValuesCardSort.pdf | <u>Discussion Post #8</u> : Career Genogram |
| Week #9 | Spring Break | | Values Cardsort Counseling Session due |
| Week #10 | Designing and Developing Career Development Program | N &H Ch. 9 | <u>Discussion Post #9</u> : Designing and Developing Career Development Program Quiz #3 |
| Week #11 | Career Development in Elementary Schools Career Development in Middle Schools | N&H Ch. 10 &11 | <u>Discussion Post #10</u> : Did you have these interventions accessible to you in elementary/middle school? What was your |

| | | | |
|-------------------------------|--|-------------|--|
| | | | career development like then? |
| Week #12 | Career Development in High Schools | N& H Ch. 12 | Career Development for Specific Population Analysis Paper Due |
| Week #13 | Career Development in Higher Education | N&H Ch. 13 | <u>Discussion Post #11:</u> Discuss your career development in high school or while getting your bachelor's degree. Did you have any of the resources discussed in this chapter? What resources were provided to you? Quiz #4 |
| Week #14 | Career Development in Community Settings | N&H Ch. 14 | <u>Discussion Post #12:</u> How does this chapter inform your current work with clients? What did you learn that you could consider as you work with clients moving forward? |
| Week #15 | Ethical Issues in Career Development | N&H Ch. 15 | <u>Discussion Post #13:</u> How do these ethics resemble with previous ethics/laws you have learned about? What considerations had you not thought of before? Quiz #5 |
| Week #16 (FINALS WEEK) | | | Career Development Final Due |

* This instructor reserves the right to change the syllabus given course needs. Please refer to MyHeritage.edu for updated information and communicate with instructor frequently and often if there are any questions about assignments, materials, or due dates.

Attendance

As an asynchronous course, attendance is measured through your discussion board posts.

Regular attendance and participation in classes is expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog: [Attendance Policy](#). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at studentaffairs@heritage.edu (copy into your email provider).

Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to RCW [28B.137.010](#) as amended, and Substitute Senate Bill 5166, HU allows student reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students Tab in MyHeritage. Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

Support and Resources

Tutoring at the Academic Skills Center [[Log into MyHeritage before using links](#)]

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us ASC@heritage.edu

Library

The librarians are here to assist you! Use the online chat: [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email Library@heritage.edu

Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog: [credit hour policy](#)

Online Course Exchange Appeals Process

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at Acadum@heritage.edu.

Academic Honesty

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See [Academic Honesty Policy](#) and [Academic Honesty Procedure Diagram](#)

Campus Security & Safety

In an emergency, call 911. If you need campus security assistance between 8 a.m. and 5 p.m. , please call 509-865-8555 or ext. 8555 from any campus landline or email: CampusSecurity@heritage.edu. For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#)

Regional Sites, please reference the Host Campus Security Information and Emergency Safety Plan.

Accommodations

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage; or email Officeofdisabilityservices@heritage.edu

Safe Attendance Reminder

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable diseases, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and see medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow [CDC guidelines](#) for isolation and precautions.

In addition, Heritage University community members must be prepared to “Mask When Asked.” Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and wellbeing of all members of the community is essential and appreciated.