

**Troy University/Southeast Region**  
**Ft Walton Beach, FL**  
**Term II 2012 (October 15 – December 16, 2012)**

**LOCATION/TIME:** Troy University  
81 Beal Pkwy SE, Ft Walton Beach, FL 32548

**Day and Time:**

Weekend #1: October 26<sup>th</sup> (Friday) 5:00-10 pm  
October 27<sup>th</sup> (Saturday) 8 am - 6 pm

Weekend #2: November 16<sup>th</sup> (Friday) 5:00 – 10 pm  
November 17<sup>th</sup> (Saturday) 8:00 am - 6:pm

Weekend #3: December 7<sup>th</sup> (Friday) 5:00 – 10 pm  
December 8<sup>th</sup> (Saturday) 8:00 am – 6 pm

**Instructor:** Kaye L. Ekman, PhD  
e-mail: [kekman@troy.edu](mailto:kekman@troy.edu) (only from student's troy.edu)  
[ekmankL@bay.k12.fl.us](mailto:ekmankL@bay.k12.fl.us)  
[drekmanL@yahoo.com](mailto:drekmanL@yahoo.com) \*\*\*preferred e-mail please  
telephone: 850-767-4622 (w); 850-763-6148 (h)

**Course Number:** PSY6635  
**Course Title:** Vocational Psychology  
**Semester Hours:** 3  
**Pre-requisite(s):** None

**Approved Delivery Models:**

*Course delivery is restricted to approved models. Additional models may be submitted for review through the College of Education process. Approved delivery methods are face-to-face and online.*

**Catalog Course Description:**

This course covers the procedures used in obtaining, organizing, integrating, and utilizing educational and occupational information including electronic media, career development theories, scope of the world of work, decision making strategies, and counseling for career development including information on the relationship between career choice and life style. Attention is given to the appraisal of interest, aptitude, and personality measurements.

**Goals and Objectives of Course:**

*The Counseling Programs are designed to provide quality academic programs that emphasize meaningful and practical learning experiences in preparing students to be*

*innovative, informed, reflective decision-makers. (The Unit's Conceptual Framework is included at the end of this syllabus.) In addition, this course provides opportunities to demonstrate knowledge of the following objectives:*

- Students will demonstrate an understanding of career development theories and decision making models (II.G.4.a)
- Students will demonstrate an understanding of career, avocational, educational, educational, and labor market information (II.G.4.b)
- Students will demonstrate an understanding of career development program planning, organization, implementation, administration, and evaluation (II.G.4.c)
- Students will demonstrate an understanding of interrelationships among and between work, family, and other life roles and factors including the role of multicultural and gender issues in career development (II.G.4.d)
- Students will demonstrate an understanding of career and educational planning, placement, follow-up, and evaluation (II.G.4.e)
- Students will demonstrate an understanding of assessment instruments and techniques relevant to career planning and decision-making (II.G.4.f)
- Students will demonstrate an understanding of career counseling processes, techniques and resources including those applicable to specific populations in a global economy (II.G.4.g)

**Approved Text:** Zunker, V.G. (2011). *Career counseling: A holistic approach (8<sup>th</sup> ed.)* Pacific Grove, CA: Brooks/Cole. ISBN 10 - 0-8400-34350  
13 – 978-0-3400-34359

**Other Materials:** Students enrolled in this course are **required** to purchase LiveText (Student Edition Membership Code Card ISBN: 978-0-9796635-4-3) and must have access to computer and Internet.

**Recommended Additional (not required – Instructor will discuss in class)**  
Osborn, S. & Zunker, G. (2006). *Using assessment results for career development (7<sup>th</sup> ed.)* Belmont, CA: Brooks/Cole ISBN 0-534-63279-3

**Content:**

Career counseling today and its historical development  
Theories of Career Development  
Career counseling models  
Career counseling intake interviews  
Assessment techniques  
Career counseling for multicultural groups  
Special career counseling issues for men, women, persons with disabilities, gay, lesbian and bisexual clients  
Career counseling in educational settings (schools K-12, higher education)  
Career transitions throughout life

**Method of Instruction:**

Lecture, discussion board, class discussion, online

**Laboratory Experiences:** none**Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form PSY 6635 located in the forms section of LiveText.**

**LiveText Assignments 1 and 2**  
**Case Studies**  
**Student Assignment**  
**CACREP Standards Section II. G.4.a, b, d, e, f. & g**

**Case Study 1:**

Students will read and evaluate a case scenario. Students will answer 10 questions related to the case scenario. This assignment will be submitted via LiveText to the instructor by the due date. Scenario 1 will focus on career issues for students and mental health issues.

**Case Study 2:**

Students will read and evaluate a case scenario. Students will answer 10 questions related to the case scenario. This assignment will be submitted via LiveText to the instructor by the due date. Scenario 2 will focus on disability and mental health issues.

**LiveText Rubric for Case Study 1 and Case Study 2. The same rubric will be used for the two case studies.**

<b><u>Topic Standard Assignment/Assessment</u></b>	<b>1 0-59% No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>
Case Study 1 & 2 career development theories and decision-making models (II.G.4.a)	Does not have understanding of career theories and decision-making models	Below average in knowledge of theories and decision-making models	Average in knowledge of theories and decision-making models	Mastery in knowledge of theories and decision-making models	Exceptional in knowledge and understanding of theories and decision-making models
career, avocational, educational, occupational and labor market information (II.G.4.b)	Does not have understanding of career, avocational, educational, occupational and labor market information	Below average in knowledge of career, avocational, educational, occupational and labor market information	Average in knowledge of career, avocational, educational, occupational and labor market information	Mastery in knowledge of career, avocational, educational, occupational and labor market information	Of counselor Exceptional in knowledge of career, avocational, educational, occupational and labor market information
interrelationships among and between	Does not have understanding of interrelationships	Below average in knowledge of interrelationship	Above average in knowledge of interrelationship	Mastery in of interrelationships among and	Exceptional in knowledge of interrelationships among and between work,

work, family, and other life roles and factors, including the role of multicultural issues in career development (II.G.4.d)	among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	s among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	s among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	between work, family, and other life roles and factors, including the role of multicultural issues in career development	family, and other life roles and factors, including the role of multicultural issues in career development
career and educational planning, placement, follow-up, and evaluation (II.G.4.e)	Does not have understanding of career and educational planning, placement, follow-up, and evaluation	Below average in knowledge of career and educational planning, placement, follow-up, and evaluation	Above average in knowledge of career and educational planning, placement, follow-up, and evaluation	Mastery in knowledge of career and educational planning, placement, follow-up, and evaluation	Exceptional in knowledge of career and educational planning, placement, follow-up, and evaluation
Assessment instruments and techniques relevant to career planning and decision making (II.G.4.f)	Does not have understanding of assessment instruments and techniques relevant to career planning and decision making	Below average in knowledge of assessment instruments and techniques relevant to career planning and decision making	Above average in knowledge of assessment instruments and techniques relevant to career planning and decision making	Mastery in knowledge of assessment instruments and techniques relevant to career planning and decision making	Exceptional in knowledge of assessment instruments and techniques relevant to career planning and decision making
career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy (II.G.4.g)	Does not have understanding of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	Below average in knowledge of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	Above average in knowledge of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	Mastery in knowledge of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	Exceptional in knowledge of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy

**LiveText Assignment 3**  
**Program Planning and Implementation**

## CACREP 2009 Standards Section I II. G.4. c. & d.

### **Program Planning and Implementation Assignment:**

Students will develop a career counseling program and determine appropriate program evaluation methods. Special attention will be paid to issues related to diverse populations. This assignment will be submitted via LiveText to the instructor by the due date.

The program planning and implementation assignment should include the description of the program, career development planning, organization, implementation, administration and evaluation components. Discussion of interrelationships among and between family and other life roles and factors including multicultural issues should be discussed in the paper. This assignment should be specific to your program area (school, mental health, substance abuse, etc.)

### **LiveText Rubric for Program Planning LiveText Assignment 3**

<b><u>Topic Standard Assignment/Assessment</u></b>	<b>1 0-59% No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>
career development program planning, organization, implementation, administration, and evaluation (II.G.4.c)	Does not have understanding of career development program planning, organization, implementation, administration, and evaluation	Below average in knowledge of career development program planning, organization, implementation, administration, and evaluation	Above average in knowledge of career development program planning, organization, implementation, administration, and evaluation	Mastery in knowledge of career development program planning, organization, implementation, administration, and evaluation	Exceptional in knowledge of career development program planning, organization, implementation, administration, and evaluation
interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development (II.G.4.d)	Does not have understanding of interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	Below average in knowledge of interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	Above average in knowledge of interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	Mastery in of interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	Exceptional in knowledge of interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development

**PSY 6635 Vocational Psychology (Instructor)  
LIVETEXT Instructor’s Standards Summary Form  
CACREP 2009 Standards – Section G.4**

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objective and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

The following is a summary template of common assignment/assessments that align with CACREP 2009 standards taught in the course.

The rating must be 1-5 with 1 being low and 5 being the highest – can change terms no understanding, below average, average, mastery, and advanced. Rating must match percentages listed in template.

**Student Directions – The student will submit the assignment named PSY 6635 Vocational Psychology Instructor’s Summary Student Document to the instructor in LiveText.**

<b><u>Topic Standard Assignment/Assessment</u></b>	<b>1 0-59% No Understanding</b>	<b>2 60-69% Below Average</b>	<b>3 70-79% Average</b>	<b>4 80-89% Mastery</b>	<b>5 90-100% Exceptional</b>
<b>Assignment 1- Case Study 1 CACREP II.G.4.a, b, d, e, f, and, g</b>	No understanding of career theories and decision-making models; career, avocational, educational, occupational and labor market information; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and educational planning, placement, follow-up, and evaluation; assessment instruments and techniques relevant to career planning	Below average knowledge of career theories and decision-making models; career, avocational, educational, occupational and labor market information; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and educational planning, placement, follow-up, and evaluation; assessment instruments and techniques relevant	Average knowledge of career theories and decision-making models; career, avocational, educational, occupational and labor market information; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and educational planning, placement, follow-up, and evaluation; assessment instruments and techniques relevant to career planning	Mastery in knowledge of career theories and decision-making models; career, avocational, educational, occupational and labor market information; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and educational planning, placement, follow-up, and evaluation; assessment instruments and techniques relevant	Exceptional knowledge of career theories and decision-making models; career, avocational, educational, occupational and labor market information; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and educational planning, placement, follow-up, and evaluation; assessment instruments and techniques relevant

	and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	to career planning and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	to career planning and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	to career planning and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy
<b><u>Assignment 2-Case Study 2</u></b> CACREP II.G.4.a, b, d, e, f, and, g	No understanding of career theories and decision-making models; career, avocational, educational, occupational and labor market information; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and educational planning, placement, follow-up, and evaluation; assessment instruments and techniques relevant to career planning and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	Below average knowledge of career theories and decision-making models; career, avocational, educational, occupational and labor market information; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and educational planning, placement, follow-up, and evaluation; assessment instruments and techniques relevant to career planning and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	Average knowledge of career theories and decision-making models; career, avocational, educational, occupational and labor market information; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and educational planning, placement, follow-up, and evaluation; assessment instruments and techniques relevant to career planning and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	Mastery in knowledge of career theories and decision-making models; career, avocational, educational, occupational and labor market information; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and educational planning, placement, follow-up, and evaluation; assessment instruments and techniques relevant to career planning and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	Exceptional knowledge of career theories and decision-making models; career, avocational, educational, occupational and labor market information; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and educational planning, placement, follow-up, and evaluation; assessment instruments and techniques relevant to career planning and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy
<b><u>Assignment 3-Program Planning and Implementation</u></b> CACREP II.G.4.c, and d	Does not have understanding of career development program planning, organization, implementation, administration, and evaluation; and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	Below average in knowledge of career development program planning, organization, implementation, administration, and evaluation; and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	Average knowledge of career development program planning, organization, implementation, administration, and evaluation; and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	Mastery in knowledge of career development program planning, organization, implementation, administration, and evaluation; and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	Exceptional knowledge of career development program planning, organization, implementation, administration, and evaluation; and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development

**\*\*\*Course Requirements – other than LiveText:**

1. Students will write a one-page **chronological format resume`** as if applying for a specific job. **Due on or before Monday, Nov 5<sup>th</sup>** (before second weekend).
2. **Choose from among the following research topics** and give a 10-15 minute oral presentation during any class meeting. If you wish to **reserve your topic** – and date - in advance, please contact the instructor. **No paper is required! If you choose to interview someone, you must add some topic research as well. NOTE: Please do not read highlighted segments of material printed from the Internet or please do not read your PowerPoint word-for-word.**
  - 1 - Interview a teenager about his/her career plans.
  - 2 - Interview someone over 80 to trace that person's career path.
  - 3 - Interview someone over 45 who has never worked and discuss this person's life.
  - 4 - Talk with a single parent who juggles family, school, and job. What are the coping strategies?
  - 5 - Talk with someone who has not married and who has focused energies on a career.
  - 6 - Interview someone who believes that she/he has experienced prejudice or discrimination in a job interview. How did this person resolve the difficulty?
  - 7 - Interview a food server who works for low wages and depends on tips.
  - 8 - Interview someone who works two or three jobs. Discuss coping strategies.
  - 9 - Talk with someone who works part time and receives no benefits.
  - 10 - Interview someone who has achieved occupational status through on-the-job training rather than formal education.
  - 11 - Interview someone who has a post-graduate degree. How is lifestyle affected?
  - 12 - Visit an organization such as Goodwill, The Salvation Army, or Catholic Social Services to learn about their career counseling.
  - 13 – Discuss career counseling available for the handicapped and perhaps interview someone in this broad category who is working.
  - 14 – What kinds of career counseling services are available for former inmates?
  - 15 – Give advice to teens who are seeking a job.
  - 16 – Discuss drug testing in the workplace
  - 17 – Present a sexual harassment briefing.
  - 18 – Research occupations with mandatory retirement ages.
  - 19 – What are the FL high school dropout rates and what are the economic results of that decision on the teenager's life and on the community?
  - 20 – What is a GED and where/how can one be obtained?
  - 21 – Interview the Director of a local Rescue Mission and explore services provided for securing employment
  - 22 – How does homelessness impact children when considering their future employ ability?
  - 23 – Research the topic *office romances* – both the pro and the con – and implications for employees as well as employers.
  - 24 – Discuss ways that technology has impacted the workforce from fast food workers to corporate offices.

- 25 – The topic is *stress in the workplace*. Interview at least 10 people to learn their pet peeves involving office behaviors. Discuss possible solutions for the top three irritants from these interviews.
- 26 – What is the impact of drug/alcohol use on the workplace?
- 27 – Discuss Goleman’s Emotional Intelligence and explain how his theory can impact the workplace.
- 28 – Discuss retirement plans with someone in his/her 20’s, 40’s, and 60’s. What are their work goals, financial strategies, and retirement dreams. Research recommended strategies.
- 29 – Research the topic *Credit card debt in America today*, citing statistics and advice.
- 30- Tackle the topic *Medicare...or Social Security...or Workman’s Comp* and cite the implications of the topic in the present and for the future.

Consult the instructor with other potential topics including book reviews.

**ASSIGNMENT DUE DATES:**

- LiveText Case Study #1 - November 12<sup>th</sup> (MONDAY)**
- \*\*\*Resume’ November 5<sup>th</sup> (Monday)**
- LiveText Case Study #2 - November 26<sup>th</sup> (MONDAY)**
- LiveText Assignment 3 - December 3<sup>rd</sup> (MONDAY)**
- \*\*\*Oral Presentation - 2<sup>nd</sup> or 3<sup>rd</sup> weekend**

**Evaluation:**

**To pass the course, students must demonstrate knowledge and ability as specified by course objectives, assignments, assessments, and activities.**

		<b>Assignment of Grades (TU):</b>
<b>LiveText Case Study #1 -</b>	<b>25%</b>	90 - 100 A
<b>LiveText Case Study #2</b>	<b>25%</b>	80 - 89 B
<b>LiveText Assignment #3</b>	<b>25%</b>	70 - 79 C
<b>Resume`</b>	<b>- 5%</b>	60 - 69 D
<b>Oral Presentation</b>	<b>- 20%</b>	below 60 F

**Absence Policy:**

In registering for classes at the University, students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

In severe cases of inclement weather or other emergency conditions, the Office of the Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University’s website.

**Academic Conduct:**

**Standards of Conduct:**

The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University-Florida Region Student Handbook and may be disciplined up to and including suspension and expulsion.

The College of Education defines *plagiarism* as:

- Three consecutive words that are not common professional language used from another source without quotation.
- Rephrasing another author's words without appropriate citation.
- Using another author's ideas or data without appropriate citation.
- Submitting another author's or student's writing as one's own.
- Directly quoting a source without using appropriate APA citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit.

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

**Consequences of plagiarism in PSY6635 are as follows:** In PSY6635, as the instructor I require that LiveText assignments first be submitted to turnitin.com so students and I can see the percentages of any matches to the work of other authors. Students have the ability to revise and resubmit their papers to turnitin.com in order to reduce the percentage if necessary. If a student submits work to LiveText in which turnitin.com has clearly identified lack of student originality, I will assign a failing O/F grade to that specific assignment. Originality is fundamental to success in PSY6635.

Questions about plagiarism? Go to <http://fwrlibrary.troy.edu/5/writing/plagiarism.htm>

**Incomplete Work Policy:**

University policy states that an incomplete may be reported for students whose progress in a course has been satisfactory (i.e., the student is passing the course), but who are unable to receive a final grade because of circumstances beyond their control. No incomplete may exceed nine weeks from the date it is assigned. It is the candidate's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any candidate who receives a grade of incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the designated nine week period. This deadline applies whether or not the candidate re-enrolls for the semester or term following the assignment of the incomplete grade(s). Failure to clear the incomplete within the specified time period (not to exceed nine weeks) will result in the assignment of a grade of "F" for the course.

**Cell Phones & Other Electronic Devices:**

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, but sending or receiving non-emergency messages is forbidden by the University.

**Additional Services:**

**AMERICANS WITH DISABILITIES ACT:** Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

**Academic Misconduct:**

*Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.*

**Comments & Questions:**

At Troy University, students are our most valuable commodity. If you have any comments or questions about this course, please do not hesitate to contact me.

**Instructor Note:** You have my commitment to facilitate your successful completion of this course. I am happy to review your work once (not successive versions) if you submit it to me at least 48 hours in advance of the due date. Do not hesitate to call me at my office or my home. If you e-mail me, please put Troy or PSY6635 in your subject or I will not open your communication. Early submissions are always welcome. Count on my support!

## **COURSE SCHEDULE:**

### **Zunker text:**

#### **Weekend #1:**

- Friday, Oct 26<sup>th</sup>** : Chap 9 – Multicultural groups  
Chap 10 – Gender issues and dual careers
- Saturday, Oct 27<sup>th</sup>** : Chap 11 – Gay, lesbian, bisexual, and transgender  
Chap 12 – Individuals with disabilities  
Chap 13 – Career transitions and job loss

*Oral presentations are scheduled for Weekend #2 or Weekend #3.*

**One-Page Resume' due MONDAY November 5<sup>th</sup>**

**LiveText Case Study #1 due MONDAY November 12<sup>th</sup>**

#### **Weekend #2:**

- Friday, Nov 16<sup>th</sup>** : Chap 15 – Elementary School Counseling  
Chap 16 – Middle School Counseling
- Saturday, Nov 17<sup>th</sup>** : Chap 17 High School and beyond counseling  
Chap 1 – Historical development  
Chap 2 – Theories  
Chap 3 – Models  
Chap 4 – Integrating career and personal

*Oral presentations are scheduled for Weekend #1 or Weekend #2*

**LiveText Case Study #2 due MONDAY Nov 26<sup>th</sup>**

**LiveText Case Study #3 due MONDAY Dec 3<sup>rd</sup>**

#### **Weekend #3:**

- Friday, Dec 7<sup>th</sup>** : Chap 5 – Intake interview  
Chap 6 – Standardized tests & self-assessment
- Saturday, Dec 8<sup>th</sup>** : Chap 7 – Information resources & learning platforms  
Chap 8 – Ethics in career counseling  
Chap 14 – Adult Career development concerns