

UNIVERSITY OF CONNECTICUT
Department of Educational Psychology, Neag School of Education
EPSY 5310: Facilitating Career Development
Spring 2025

Instructor: Diandra J. Prescod, Ph.D, LPC, NCC, ACS

Office: 313 Gentry

Office Hours: Wednesday 2:30-4:30p (and by appointment)

E-mail: diandra.prescod@uconn.edu

EPSY 5310 will meet remotely on Wednesdays from 4:30 to 7:00pm

Required Texts:

Brown, A.L. (2023). *Facilitating career development: An instructional program for career services providers and other career development providers (student manual)* (5th ed.). Broken Arrow, OK: National Career Development Association.

[NCDA Bookstore](#)

Other required selections (e.g., journal articles) assigned by the instructor.

Note: Students are expected to read assigned chapters/articles prior to each class meeting.

Please Download:

- [ACA Code of Ethics and Standards of Practice and Policies and Procedures for Processing Complaints of Ethical Violations](#)
- [ASCA Ethical Standards](#)
- [2016 CACREP Standards](#)
- [Counselor Education Handbook](#)
- Other required selections (e.g., journal articles) assigned by the instructor (available on Blackboard)

Note: Students are expected to read assigned chapters/articles prior to each class meeting.

The Department of Educational Psychology aligns with the Neag School of Education's mission to improve educational and social systems to be more effective, equitable, and just for all.

Academic Integrity Statement:

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult v

Copyright:

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If

you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

Cell Phones, Texting, Instagramming, Tweeting, Facebooking, etc:

As an educator, or future educator, you understand the importance of "engagement" for learning. You also understand how nonacademic tasks detract from engagement. Please be respectful of your other students (and me) and refrain from texting, instagramming, tweeting, facebooking, etc., and please do not respond to cell phone calls. If you are expecting an important call, please silence your phone. When you are alerted to the incoming call, you may leave the room to take the call.

Absence of Students due to Religious Beliefs:

Connecticut law states that no person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. The University Senate requires that students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students' Office).

Students with Disabilities:

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020, or <http://csd.uconn.edu/>.

Mental Health Services:

The mission of SHaW Mental Health is to provide the highest quality clinical services to promote the emotional, relational, and academic potential of all students. We are committed to the core values of respect, responsiveness, innovation, and quality to enhance the unique experience of each individual at the University of Connecticut.

Equity, Diversity, Equal Employment Opportunity, and Affirmative Action:

The university community has a shared responsibility to promote affirmative action and provide equal opportunity in order to ensure non-discriminatory work and learning environment.

Policy Against Discrimination, Harassment and Related Interpersonal Violence:

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits

discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

I. COURSE OVERVIEW

This Facilitating Career Development course provides individuals with relevant skills and knowledge to assist others in planning careers and obtaining meaningful work. This course follows the National Career Development Association’s Career Services Provider (CSP) certification process. This 120-hour course combines online and face-to-face instruction to reduce classroom time and maximize learning. Individuals who successfully complete the course requirements may apply for the CCSP – Certified Career Services Provider.

CACREP Curricular Content	2016 STANDARD
theories and models of career development, counseling, and decision making	2.F.4.a
approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	2.F.4.b
processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	2.F.4.c
approaches for assessing the conditions of the work environment on clients’ life experiences	2.F.4.d
strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	2.F.4.e
strategies for career development program planning, organization, implementation, administration, and evaluation	2.F.4.f
strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy	2.F.4.g
strategies for facilitating client skill development for career, educational, and life-work planning and management	2.F.4.h
methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i
ethical and culturally relevant strategies for addressing career development	2.F.4.j
techniques to foster collaboration and teamwork within schools	5.G.3.1

II. COURSE OBJECTIVES

Course Objective	STANDARD	EVALUATION
Be proficient in the basic career facilitating process while including productive interpersonal relationships	2.F.4.e	Chapter 1 discussion and assignment
Understand labor market and occupational information and trends. Be able to use current resources	2.F.4.c	Week 10, Chapter 8

Comprehend and use (<i>under supervision</i>) both formal and informal career development assessments with emphasis on relating appropriate ones to the population served	2.F.4.d,e	Week 4 discussion post, Week 5 discussion, Chapter 4
Recognize special needs of various groups and adapt services to meet their needs	2.F.4.g	Capstone Presentation
Follow the CDF code of ethics and know current legislative regulations	2.F.4.c	Chapter 5 discussion
Understand career development theories, models, and techniques as they apply to lifelong development, gender, age, and ethnic background	2.F.4.a,g	Week 4 discussion, Chapter 6 discussion and assignments
Know job search strategies and placement techniques, especially in working with specific groups	2.F.4.c,h	Week 10, Chapter 8, Chapter 6
Prepare and develop materials for training programs and presentations	2.F.4.h	Capstone Presentation, Portfolio
Understand career development programs and their implementation, and work as a liaison in collaborative relationships	2.F.4.f	Week 10 discussion, chapter 10, capstone presentation
Market and promote career development programs with staff and supervisors	2.F.4.f	Capstone Presentation
Comprehend and use career development computer applications	2.F.4.c	Chapter 7 discussion and assignments
Accept suggestions for performance improvement from consultants or supervisors	5.G.3.l	Career Center Interview

Course Requirements:

	Points:
Discussion Board Posts/Participation	50
Portfolio	25
Career Center Visit/Contact	25
Personal Action Plan	25
Capstone Presentation	25
Manual Activities	100
Total	250

Grading Scale:

A	250-237
A-	236-225
B+	224-217
B	216-209
B-	208-200
C+	199-187
C	186-175
D	174-163
F	< 162

Course Requirement Descriptions

All assignments must be typed in 12-point New Times Roman font

1. **Virtual Meetings and Discussion Board Posts** – Since this course is fully online, your participation in virtual meetings and discussion posts is essential to enhancing the learning experience. You will receive points for responding to discussion posts and communicating with your classmates. You will also receive points for attending our virtual meetings.
2. **Portfolio** - Create a professional portfolio that highlights who you are both personally and professionally. You may choose the style and type of portfolio that best suits you; electronic portfolios (personal websites) are also acceptable. I expect that the portfolio will be a “work in progress” when we see it. Information you may want to include: (CACREP 2.F.4.h)
 1. Your resume or professional bio
 2. Letters of recommendation
 3. Awards and recognition
 4. List of trainings and courses completed
 5. Work samples
 6. Project outlines or write-ups
 7. A list of key accomplishments
3. **Contact with a Career Center** - For this assignment, please connect with a center that focuses on career development and/or career planning issues. The goal of this project is for you to become more familiar with a center in your geographic area (or one of interest in) and to share that information with the others in the class. When you contact the center, find out whether they have a mission statement or a vision for the program, if they work on specific competencies, who they serve, how they serve their clientele, and the source(s) of their funding. Lastly, inquire about their staffing and whether they know what a Career Development Facilitator or Career Services Provider is. (CACREP 5.G.3.l)
4. **Personal Action Plan** - At the end of the course, each person is expected to develop an Action Plan for themselves. The plan should summarize the action you expect to take as a result of participating in the course. Please write of 2-3 pages (typed and double-spaced).

If you need structure for your *Personal Action Plan*, consider using some of these prompts:

- The area I would like to improve relates to...
 - I am concerned about this situation because...
 - The major facts that relate to this situation are...
 - The elements of my situation most amenable to change are...
 - The elements of my situation least amenable to change are...
 - I would use the following indicators to consider my concerns to be satisfactorily resolved...
 - The forces that I see as unfavorable that block the hoped-for change are...
 - The solutions I see to my concerns are...
 - The major facts that relate to my concern are...
5. **Capstone Presentation** – In pairs, you are expected to develop a career workshop for a specific population (formerly incarcerated individuals, students with disabilities, women, students of color, international students, spouses/partners re-entering the workforce, first generation students, early

college high school students, etc). Your 25-minute presentation will cover special needs of the population along with a detailed description of the workshop you have created. (CACREP 2.F.4.f,g,h)

6. Manual Activities

1. Reflecting Content and Feeling 1-13
2. Lesson Plan Design Template: Appendix S-2
3. Compass Activity 4-17, 39
4. Credential Qualification Level 4-17
5. Ethical Decision-Making Appendix S-3, S-5
6. Role Boundary Chart Appendix S-4
7. Before and After Appendix S-2
8. Diversity Glossary Appendix S-3
9. The Way They See the World Figure 6.1
10. Understanding Diversity in Your Local Area 6-21
11. Technology Skills Self-Assessment Figure 7.8
12. Information Safaris (provided by instructor)
13. Understanding a Company Activity 1
14. Chronological/Functional/Combo Resume
15. Program Planning Worksheet Appendix S-2

**THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS,
AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER**

Tentative Course Outline

Class Day	Topics/ Class Plans	Relevant Chapters	Assignments
Week 1			
W 1/22	Welcome Workforce and Career Development History Professional Development – organizations, conferences, etc.	Chapter 14	Introductions/Discussion
Week 2			
W 1/29	Developing a Helping Relationship	Chapter 1	Reflecting Content and Feeling 1-13 (CACREP 2.F.4.e)
Week 3			
W 2/5	Training and Leading Groups	Chapter 2	Lesson Plan Design Template: Appendix S-2 **Discussion Post**
Week 4			
W 2/12	Career Development Theory and its Application Career Development Services for K-12 Students	Chapter 3 Chapter 13	**Discussion Post** (CACREP 2.F.4.a,d,e,g)
Week 5			
W 2/19 Online Module	The Role of Assessment in Career Planning	Chapter 4	Compass Activity 4-23-24 Credential Qualification Level 4-17 (CACREP 2.F.4.d,e)
Week 6			
W 2/26	Ethics and the Career Development Facilitator	Chapter 5	Ethical Decision Making: Appendix S-3, S-5 Role Boundary Chart Appendix S-4 **Discussion Post** (CACREP 2.F.4.c)
Week 7			
W 3/5	Providing Career Services to Multicultural Populations	Chapter 6	Before and After Appendix S-2 The Way They See the World Figure 6.1 Understanding Diversity in Your Local Area 6-21 Diversity Glossary Appendix S-3 (CACREP 2.F.4.a,c,g,h)
Week 8			
W 3/12	The Role of Career Information and Technological Resources in Career Planning	Chapter 7	Technology Skills Self-Assessment Figure 7.8 Information Safari (see HuskyCT for template) (CACREP 2.F.4.c)
SPRING BREAK			
Week 10			

W 3/26	Job Seeking and Employability Skills	Chapter 8	Chronological/Functional/Combo Resume Understanding a Company Activity 1 (CACREP 2.F.4.c,h)
Week 11			
W 4/2	Designing and Implementing Career Planning Services Business Services and Employer Relations	Chapter 9 Chapter 10	Program Planning Worksheet Appendix S-2 (CACREP 2.F.4.f)
Week 12			
W 4/9	Career Development Services for Clients with Disabilities and who are Justice Involved	Chapter 11 Chapter 12	
Week 13			
W 4/16	Presentations		Capstone Final Report (CACREP 2.F.4.f,g,h)
Week 14			
W 4/23	Presentations		Capstone Final Report (CACREP 2.F.4.f,g,h)
Week 15			
W 4/30	Presentations		Capstone Final Report Personal Action Plan, Portfolio, Career Center Contact (CACREP 2.F.4.f,g,h)
Week 16			