



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## HR 5563-101: Career Counseling

### Course Description:

This course will provide students with conceptual and functional tools for enhancing career development of children, youth and adults in both counseling and corporate human resources relationships. Students will have the opportunity to apply discussed theories and techniques to career counseling case studies using “real-world” situations. Additionally, all students will have the opportunity to self-administer a variety of career counseling assessment tools, conduct an interview, present on career counseling implications for a special population, and develop their personal career profile. The primary modes of learning will be reading, reflection, discussion, and group activities (i.e., “think tanks”).

### Class Dates, Location and Hours:

Dates: March 2 – 4 & 9 – 11, 2018

Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.

Hours: Fri 5:30 - 9:30 p.m.; Sat 8:30 a.m. - 4:30 p.m.; Sun 1:00 - 5:00 p.m.

Last day to enroll or drop without penalty: February 1, 2018

### Site Director:

Email: [apnorman@ou.edu](mailto:apnorman@ou.edu). Phone: 405-325-3333.

### Professor Contact Information:

Course Professor: Dr. Katie Allen

Mailing Address: Physical Sciences Building, Room 702

Telephone Number: (405) 325-2402 HR (Office)

(806) 438-0663 Cell (Between the hours of 9am – 6pm)

Email Address: [kallen@ou.edu](mailto:kallen@ou.edu)

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, or by appointment.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhg.follett.com](mailto:0831mgr@fhg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Zunker, V.G. (2011). *Career counseling: A holistic approach* (9<sup>th</sup> ed.). Florence, KY: Brooks/Cole. ISBN 9781305087286.

2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.
  - a. American Counseling Association: Code of Ethics: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>
  - b. National Career Development Association: Code of Ethics: [http://ncda.org/aws/NCDA/asset\\_manager/get\\_file/3395/code\\_of\\_ethicsmay-2007.pdf](http://ncda.org/aws/NCDA/asset_manager/get_file/3395/code_of_ethicsmay-2007.pdf)
  - c. Additional Article/Handouts (on Canvas)

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

### **Course Objectives:**

1. Acquire an understanding of historical and contemporary influences on the career development of individuals.
2. Acquire knowledge of the essential concepts of selected theories of career development.
3. Acquire knowledge of the developmental nature of career and choice throughout the life span.
4. Acquire an awareness of the career development needs of various age groups, cultural differences, gender differences and career needs of special populations.
5. Acquire a knowledge and understanding of the world of work.
6. Acquire a range of skills and understanding of the components of a career.
7. Acquire a familiarity with career-related assessment instruments and computer assisted career guidance systems.
8. Acquire an understanding of and ability to apply the various career theories, tools, and techniques with clients.

### **Assignments, Grading and Due Dates:**

#### **Attendance:**

Punctual class attendance and participation are essential to successful completion of this course and will enter into the student's final grade. **Students are expected to attend all class meetings from beginning to end.** Class attendance is mandatory; thus, failure to attend class meetings will result in the lowering of students' grades by 2 points for each hour of missed class. If a student has a legitimate reason for missing a class, he or she should contact the instructor ahead of time, if possible, to discuss ways to avoid a penalty and/or how to make up the work missed. Students will be deducted points for tardiness, leaving early, and a lack of participation during class.

#### **Reading Assignments & Class Participation - 10 Points:**

Prior to the first class session, students should have read Chapters 1 through 8. Chapters 9 through 17 may also be read in advance but will primarily be discussed during the second weekend of class. The class is based upon an interactive learning model and requires active participation by students during discussion and critical thinking formats. Please expect to participate in group activities and "think tanks." We will utilize case studies and/or group reflection prompts in almost every class meeting. Points may be lost for inattention, being off topic, a lack of participation, or lack of respect through any portion of the course.

#### **Class Assignment I & Individual Oral Presentation: Due the First Class – 20 Points:**

The first class assignment involves two written parts and an individual presentation. The paper is worth 15 points and the presentation is worth 5. **This assignment will be due to the dropbox on Canvas by the**

**beginning of class (5:30 p.m.) March 2, 2018.** More detail about the assignment including an interview outline can be found below and on page 5 of the syllabus.

### **Part I: Individual Career Reflection:**

Students will write a brief description of their career history including who/what influenced their choices, any decisions that were important in forming career goals, etc. Part 1 of the paper should be typed, APA format (no abstract needed), double-spaced, in 12-Point Times New Roman Font, 1" margins, and 3 – 4 pages in length (page length does not include the required cover page). No external references required.

### **Part II: Informal Interview:**

As stated on page 131 of your textbook, "...the purpose of the interview is to learn as much as we can about an individual and use this information to unravel the tightly bound connection between career and personal concerns." Part II asks students to conduct an informational interview with an adult who is not a relative and respond to a series of questions regarding this person's career progression. Students will submit a bulleted account of their interviews in approximately 2 -3 pages (see p. 5 of the syllabus for further instruction).

Students must then utilize their texts (Chapters 2 & 3) to choose the career theory that most closely matches the person's career history. Students will support their theory selections by referencing salient points in the interviewee's career history. The theory should be explored in approximately two pages in APA format. In sum, Part II should be approximately 4 - 5 pages (see page 5 for more detail on how this page length is broken down). No references other than your text are required.

### **Part III: Presentations:**

Students will then present their career history and interviews during the first weekend of class. Students will make a brief (approximately 10 minutes), informal individual presentation. **Presentation times will vary based upon class size.** Visual aids are not required.

### **Class Assignment II: Due the First Sunday – 10 Points:**

An important skill of career counselors (as well as their clients) is the ability to effectively seek out career employment and resources. A learning objective of this class is to educate counselor trainees about tools that can assist you and your clients throughout career development. To begin this process, students will identify a minimum of three websites that relate **directly** to career development. Students will write a brief summary including the purpose and scope of the website. Papers are to be a minimum of 3 pages with a suggested length of 3-6 pages (**1-2 pages per website**). No references other than the websites are required. Students will then discuss their websites in groups and will be asked to select the most useful websites as a group. Groups will then present their selected sites to the class. **This assignment is due by the beginning of class on the first Sunday of the course, March 4, 2018.**

### **Class Assignment III: Due the Sunday after the Course Ends – 20 Points:**

The final class assignment provides an opportunity for students to review current practices regarding the type, variety, and availability of online career counseling and online career assessments. Further, students will be asked to evaluate and write about their opinions regarding the future of online assessment and how online assessments either comply or conflict with the standards of the current *ACA Code of Ethics* (2014). Students will be asked to give their opinions regarding the value of online counseling and assessment by utilizing the ACA Ethical Standards for Counselors. Students will identify and visit a minimum of 4 online assessments in order to have a practical basis on which to base their opinion.

Suggested length for both parts of the assignment is 5 – 8 pages (with a **minimum** length of 5 complete pages). No formal references other than the *ACA Code of Ethics* and your text are required. However, you should cite any external references you do use. This assignment is due to Canvas the Sunday after the course is complete, **no later than Sunday, March 18, 2018.** More information regarding this assignment can be found on page 7 of the syllabus. It should be submitted to the appropriate dropbox on Canvas.

**Team Presentation: Due the Second Saturday – 20 Points:**

On the first night of class, students will be assigned to teams. For the group presentations, each team will be asked to pick a population that faces unique career challenges. Using a **minimum** of 5 references, students will discuss the historical basis of the career challenges of their population. Teams will also identify resources, services, assessments, and programs that will enhance the population’s ability to make a smooth career progression into the larger culture and society of which they are a part.

Teams will make an oral presentation on the selected population on the second Saturday of the course. Time allotted for the presentations will be one hour. Evaluations will be based on the creativity and the competence of the presentation. Each team must engage the class in some way. Teams must also prepare a very detailed outline of the presentation to distribute to the instructor and all class members. Each member of the team should present. You are expected to utilize visual aids and the professor will make presentation equipment (power point, DVD’s, etc.) available to you. **Presentations will occur on the second Saturday of the course, March 10, 2018.** See page 8 of the syllabus for more information.

**Final Exam: Due the Last Class Session – 20 Points:**

The final exam will cover all materials covered in class. That is all texts, readings, lectures, discussions, and video/film presentations. **The final exam will occur on the last class session, which is Sunday, March 11, 2018.**

**Grading:**

This is a letter-graded course: A, B, C, D, or F. The course grade will be comprised of the following:

<b>Assignments</b>	<b>Due Date</b>	<b>Points</b>
Participation	All Class Sessions	10
Assignment #1 & Presentation	First Night of Class	20
Assignment #2	First Sunday of Class	10
Assignment #3	Sunday after Class Ends	20
Team Presentation	Last Saturday of Class	20
Final	Last Class Session	20

**Attendance points will be deducted for lateness or per hour missed.**

Grading scale: A=90-100, B=80-89, C=70-79, D=60-69, F=59% and below

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## Class Assignment I

### Individual Career Development & the Career Interview

#### Directions Part I: Individual Career Reflection

- The purpose of part one is for students to reflect upon their career paths. Students should think about their career histories. Consider who and what influenced you and your choices. Also think about any decisions that you made that were important in forming your career. The text discusses how we are impacted by many factors in selecting careers (e.g., family careers, geography, education, life circumstances, etc.).
- The goal of Part 1 is to allow you to examine the path you have taken and what lead you to where you are now in your career, career goals, career path, etc. I want you to understand how your potential future clients will think and what may have impacted their career development. Papers can be written in a reflective, informal matter. No references are required. This part of the assignment should be **approximately 3 – 4 pages in length**. Please utilize APA format including double-spacing, 1 inch margins, and Times Roman 12 Point font. Utilize a cover page, but no abstract is required.

#### Directions Part II: Career Interview

Interview a worker over age 35 (who is not related to you) and obtain the following information:

1. Personal Data
  - a. Name (a pseudonym may be used), age, race, gender
  - b. Education level and occupation of mother, father, and siblings
  - c. Brief description of early home life
2. Educational History
  - a. Years of formal education
  - b. Area of program of study and why selected
  - c. Favorite school subjects/classes
  - d. Major influences on educational decisions
3. Employment History (include military service)
  - a. Chronology of jobs and approximate dates of employment
  - b. How jobs were located
  - c. Reactions to each job (likes, dislikes, and overall level of satisfaction)
  - d. Perceptions of work attitudes and behaviors of others on the job
  - e. Work behaviors most valued in self and others
  - f. How does the interviewee feel about his/her career path to date?
  - g. Who or what exerted the greatest influence on the interviewee's career decisions?
  - h. What are the interviewee's future career plans?

**First, present the above information in outline form in 2 – 3 pages.**

**Then, using this personal information, discuss which theory of career development comes closest to describing the interviewee's career path. This can be done in approximately 2 pages. You must utilize and cite your text for this portion of the assignment.**

#### Directions for Presentation:

Students will then give a brief presentation (approximately 10 minutes; No shorter than 5 minutes) to the class about their career development and their interview. The key element of the presentation will be an explanation of your applied career theory and why you chose the theory you chose. Time may not allow for you to discuss both your interview and your career path, so make sure that you include a discussion of your career theory in whatever you chose to present. Visual aids not required.

#### Grading and Due Dates:

**Assignment Paper 1 will be a total of 7 – 9 pages and due the first class meeting.** This assignment is worth 20 points (15 for the Paper (Parts 1 & 2) and 5 points for the Presentation). To receive full credit for this assignment, make sure you read and follow the instructions and **address all the points specified**. Correct grammar and spelling are important. Points will be deducted for misspellings and incorrect grammar. Therefore,

make sure you proofread your paper. Late papers are subject to a one-letter grade deduction **per day**. **Your paper must be written in APA format.** You should use (12 point) Times Roman font and 1” margins on all sides. Include your references on a reference page (No references other than your text required). **Do not plagiarize.** Plagiarism software is turned on. Give credit to sources if you utilize external resources. For assistance, please refer to the APA Publication Manual.

## Class Assignment II

### Career Resources and the Internet

#### Background:

Assignment II is meant to expose students to career resources through the Internet, which is a medium that is becoming increasingly more popular for career seekers and career counselors. The purpose of this assignment is for potential future counselors to learn how to effectively seek out career resources and employment. Our textbook discusses the use of the Internet extensively, and you will use this information to approach Assignment II.

#### Assignment:

Students are to identify a minimum of three websites that **directly** relate to career development. That is, their purpose is solely to discuss careers, find people careers, or anything directed at careers, specifically. Example Website of what I am looking for (obviously **do not** use for your assignment), Career One Stop – [www.careeronestop.org](http://www.careeronestop.org).

After you have identified three websites, you will write a brief summary including the purpose and scope of the website. **Each website should be summarized in 1 – 2 pages (Paper will be a total of 3 – 6 pages).**

**Note: Each website should be described in a minimum of one full page.** Ideas for your reflection include the following questions:

- What is the purpose of the website (i.e., what does it aim to do or provide)?
- Who is the target audience?
- Is the website easy to navigate? Why or why not? What would you change?
- What are the positives and negatives and the website and/or services?

The paper is worth 10 points.

#### Group “Show and Tell”:

On the first Sunday of class, students will engage in a group discussion about their websites. If students have technology available (cell phones, laptops, tablets, etc.), they are encouraged to bring these items to share their websites with their peers. After a group discussion, groups will identify the three most useful websites. Groups will then make a short presentation by pulling up their websites for the rest of the class, walking through the website’s features, and discussing the benefits of the website. This assignment aims to expose students to a variety of counseling and career resources and websites.

#### Grading and Due Dates:

Assignment II paper is due to Canvas at the beginning of class on the first Sunday. Students will meet in groups and present to the class during that class period. Students should bring a list of their websites with them to class to share with their groups and the class. Students should also bring technology with them if they have it available. Assignment II is worth 10 points. Late papers are subject to a letter grade deduction **per day** late.

## Class Assignment III

### Ethical Implications of Online Career Assessments

#### Background:

Licensed counselors are required to follow a Code of Ethics. These codes may be issued by the state through which the counselor is licensed or may be through the professional association with which the counselor is affiliated. The national professional association with which most LPCs are affiliated is the American Counseling Association (ACA) and its divisions. The *Code of Ethics* of the American Counseling Association covers a variety of topics including duties and responsibilities of counselors, relationships counselors may have with current and former clients, and the appropriate use of testing.

Historically most, if not all, counseling has been done in face-to-face sessions between the counselor and client. With the advent of the Internet, this has changed. There are many web sites that offer counseling (in general), career counseling (in particular), and a variety of methods of online testing and assessment. Many of these resources claim to assist a person in his or her career endeavors. The proliferation of Internet-based counseling, testing, and assessment has created controversy within the counseling profession regarding the effectiveness and ethics of the practice of online and counseling assessment. This assignment is to provide you with an opportunity to review what the ACA *Code of Ethics* says about career counseling and reflect upon your views regarding the merits of online career counseling and assessment. The assignment will also expose you to some of the internet-based career counseling and assessment web sites.

#### Code of Ethics:

The 2014 ACA *Code of Ethics* **must** be utilized for this assignment. The ACA *Code of Ethics* can be found by typing the link below to your web browser or by searching for the “ACA Code of Ethics”:

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

#### The Assignment:

*“It has become appallingly obvious that our technology has exceeded our humanity.”*  
–Albert Einstein

#### Part I:

Using <http://www.acinet.org/acinet/default.asp> and <http://www.jobhuntersbible.com/> as your starting points, visit **at least 4 web sites** (not counting the above two) that specifically offer some type of career guidance and/or testing and assessment. For each website, provide the URL and title of the site and then give a brief description of what services the site offers. Each website should be a minimum of a half page making **Part I a total of 2 – 3 pages**. In those instances where you have the opportunity to complete assessment instruments at no cost, do so. Sites that are salary information, relocation information, job listings, etc. **do not** count (Also do not use sites such as Career Builder or Monster.com). The site **must be specific to testing, assessment, or counseling and guidance issues. Or, it must include a focus or section on career assessment or testing**. Subsequent pages at the same URL do not count as separate sites.

#### Part II:

Within the context of the ACA Code of Ethics (see specific sections on testing, qualifications and confidentiality among others), provide your opinion regarding the appropriateness of online career guidance and testing:

- What are the ethical issues that online career counseling and assessment face? (**This should be the primary focus of Part II**).
- How does career counseling and assessment as you experienced it through your websites correspond with or conflict with the ethical standards?
- What do you see as the benefits and risks of online career counseling & assessment?
- How do you see the popularity or prevalence of online career counseling or assessment growing or diminishing in the future?
- What other issues, if any, do you see involved?
- How will this affect the future of career counseling? Do you agree with Einstein’s quote above?

Part II of your paper should be approximately three-to-four (3 – 4) typed, numbered, double-spaced pages. Where you state an opinion, support it with information you have obtained with reference to the pertinent sections of the Code of Ethics and/or your textbook. **Make sure that you cite the section of the code to which you refer (ex: A.5.b).**

### **Grading and Due Dates:**

- The entire paper (Parts 1 and 2) should be a **minimum** of 5 pages and should not exceed 8 pages. Part 1 is to be 2 – 3 pages; Part 2 is to be 3 – 4 pages.
- This paper is **due no later than the Sunday after the course ends** by 11:59pm to the appropriate dropbox.
- This paper is worth 20 points.
- Correct grammar and spelling are important. Points will be deducted for misspellings and incorrect grammar. Therefore, make sure you proofread your paper.
- **Do not plagiarize.** Plagiarism software is turned on. Give credit to sources if you utilize external resources.
- Late papers will be accepted, but will be subject to a **one letter grade deduction for each day late.**
- Your paper **must** be written in APA format (12 point Times Roman font; Use 1” margins on all sides; Include your references on a reference page; Please number your pages, include a title page, running head, and turn the paper in to the appropriate Canvas dropbox folder).

### **Team Presentations**

#### **Background:**

The purpose of the team assignment is for students to place themselves in the mindset of a career counselor. Students will examine the career development process through the lens of a special population. Teams of 3 – 4 people will be assigned the first Friday of the course. Teams will be given some class time to work.

#### **Assignment:**

#### **Topic:**

Groups will each pick a special population of their choice that interests them. For example, junior high students, youth offenders in Oklahoma, veterans who are reintegrating into the workforce, teenage mothers, female college athletes, incarcerated men, etc. Groups will come to an agreement on the population.

**This assignment can be as broad or as specific as you would like.** I would suggest that you make it as specific as possible so that you can take a very narrow focus. For example, college football players who have expectations of being drafted by the NFL, but are not. What happens if they are injured? How does this affect their careers? Do they play in a Canadian League? If they don't go into the NFL, what do they do? Another example is examining inner-city students from single parent households. Are they any different? What kind of career issues do they face?

#### **Questions:**

For the population that you choose, the group will answer the following questions.

1. Why are you interested in this population?
2. What career issues does this population face? Why?
3. What career resources are available to them?
4. Are the career resources adequate?
5. What additional career resources would assist this population?
6. What assessments or tests would help in this population's career development?
7. What can be done to improve the career/vocational problems facing the population you have defined?
8. What specific solutions can you suggest?

**You must address all eight points mentioned.** You do not have to address the questions in the order listed; in fact, I would suggest that you address them in the order to allow you the most logical flow for your presentation. **Get creative!** I encourage you to “think outside the box.”

## References:

You should utilize a **minimum** of five (5) formal references within your presentation (no more than two may be Internet sources). You may utilize Internet resources as much as you would like, but no more than two **counted** as references can come from the Internet. The other three references should come from scholarly, peer-reviewed journals, articles, or texts. Examples of Journals are: *The Career Development Quarterly*; *Journal of Career Development*; *Journal of Vocational Behavior*; etc.

## Grading and Due Date (A grading rubric will be provided in class):

- **This presentation is worth 20 points.** The major factor that will impact the value of your presentation is the degree to which you provide specifics for question two. The more detail you provide in identifying the issues/problems facing your population, the better able you will be able to respond to the remaining questions. Groups will specify their topic/population to the professor on the first night of class. **Your topics must be approved before proceeding.** You will be given some class time to work on these projects.
- Presentations will occur during the second Saturday of the course. Each member of the group must present. Presentations should be approximately 1 hour. You should provide a very detailed outline of the presentation. Please bring enough copies for all of your classmates and your professor. You are expected to utilize visual aids (e.g., powerpoint, prezi, etc.). **You are also required to engage the class in some manner!** Technology will be made available to you for power point presentations, movie clips, etc.
- **Note: There is not a paper component to this project. Your grade will come from your presentation and outline. The only documents that are required for you to turn in are your detailed outline of the presentation and your reference list in APA format.**
- **Rating:** Finally, you will be asked to rate each group member within your group after presentations are complete. This gives the professor feedback about the participation of each member. You are all expected to contribute significantly to this assignment.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Katie R. Allen, PhD, LPC-S**

### Education

- 2010 PhD: Counselor Education, Texas Tech University
- 2006 M.A.: Humanities; Duke University
- 2004 B.A.: Double Major: Psychology and Philosophy, Texas Tech University

### Current Positions

- Assistant Professor, Department of Human Relations (since 2013)
- Advanced Programs Professor (since 2014)
- Licensed Professional Counselor, State of Oklahoma (since 2012)
- Licensed Professional Counselor Supervisor, State of Oklahoma (since 2014)
- Past Clinical Director & Therapist, Cedar Ridge Psychiatric Hospital & Residential Treatment Center, (May 2011 – August 2013).

### Frequently Taught Advanced Programs Courses

- HR 5100: Posttraumatic Stress Disorder
- HR 5563: Career Counseling
- HR 5970: Counseling Implications for At-Risk and Gifted Youth
- HR 5093: Introduction to Graduate Studies

### Major Areas of Teaching and Research Interest

- Counseling implications for at-risk children and adolescents
- Mental Health Issues of Gifted Children and Youth
- Ethical issues related to counselors
- Career counseling implications and interventions
- Anxiety and academic performance
- Anxiety and Intelligence.

### Representative Publications and Presentations

- Allen, K. R., Bradley, L. (2015). Career counseling with juvenile offenders: Effects on self-efficacy and career maturity. *Journal of Addictions and Offender Counseling*, 37, 28 – 42.
- Allen, K., & Bradley, L. *Career Counseling with Juvenile Offenders: Effects on Self-Efficacy and Career Maturity*. Paper accepted for presentation at the 2015 American Counseling Association Conference in Orlando, FL.
- Allen, K. *Career Counseling Implications for Juvenile Offenders*. Presented at the 2014 Zarrow Mental Health Symposium in Tulsa, OK.
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### Major Professional Affiliations

- American Counseling Association

- Oklahoma Counseling Association
- Leadership Oklahoma : Loyal Class VII