

Course Syllabus

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College of Health Sciences | MA in Clinical Counseling

PSY6033: Career Development

3 Units

Summer 2026 | Quad 1

May 11 - July 5

In-Person

Meeting Days: Monday & Wednesday

Meeting Times: 2:00 - 4:45 p.m. PST

Meeting Location: Mission Valley Campus, Room 301

Instructor: Carrie Tremble, Ph.D., LPCC, LAADC, SAP, EMDR

Email: ctremble@pointloma.edu
(<mailto:ctremble@pointloma.edu>)

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.



Course Description

This is an introductory course of career counseling theory, assessment, and intervention. Course contents include (a) the history of work, (b) classic and contemporary career development theories, (c) multicultural and legal/ ethical career issues, and (d) the practice of career counseling assessment and intervention. Students are expected to learn how to apply career theories and assessment when working with individuals across the lifespan. The course provides opportunities for students to examine and integrate modern career counseling theories into their future practices. Students will engage in both group and individual projects to meet the course objectives. Letter Grade.

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC)*** are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process



Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Course Learning Outcomes

After completing PSY6097 course, the student should be able to competently:

1. Become familiar with seminal theories and models of career development, counseling, and decision-making; develop an understanding of ethical and legal issues relevant to career development and career counseling
2. Utilize and apply approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, barriers to the workplace, and other life roles and factors
3. Identify processes for effectively using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
4. Gain strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development through use of a variety of career assessments.

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. **Growing, in a Christ-centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. **Serving, in a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.



Required Texts and Recommended Study Resources

Dugger, S.M. (2025). *Foundations of Career Counseling: A Case-Based Approach* (2nd ed). Cognella.

******The instructor will provide additional course materials throughout the semester

NOTE: *Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.*

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2 unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Course Hours			
Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-face Class Sessions		40	
Online Participation in forums, groups, etc.	5		5
Reading	10	5	10
Writing		10	20
Other Assignments and Learning Activities	9	10	10
	24	65	45
TOTAL HOURS			134



Assessment and Grading

Assignment Points

Assignment	Points
Attendance (10%)	20
Professionalism (10%)	20
Quiz	10
Career Counseling Intake	10
Scored Career Assessment	10
The Case of Jack	10
The Case of Jason	10
Career History Genogram	20
Student Presentation	40
Career Assessment & Analysis	50
Total	200

1. **Attendance (20 Points)** Weekly attendance and active participation in class are expected. Students are expected to critically engage with course material and activities, be curious, explore diverse perspectives, and challenge assumptions. Together, we are responsible for fostering and maintaining a professional, positive, and stimulating classroom environment. Attendance, attitude, and involvement in class are essential components of being a successful student in this Your presence is critical to course outcomes for this class especially because of the in-class activities and role-plays you will be involved in with your partner. If you are not there it will be extremely difficult for them, as well as your teamwork for your clinical presentations. This class is designed to stimulate thought-provoking conversation and debate, and to help you develop your ability to learn and interact with others at a professional level. In the context of counseling, this means balancing individual and group learning processes as well as valuing diverse perspectives. **Your participation in this course will be evaluated based on:**

- Responsible, meaningful and thoughtful contributions to classroom and online discussion;
- Inviting/reminding peers and instructor to consider minority or missing perspectives;
- Willingness to explore confusion, lack of knowledge, or uncertainty;



- Identifying and owning both your weaknesses and strengths;
 - Willingness to seek out, reflect upon, and integrate feedback from others;
 - Providing thoughtful and constructive feedback to others;
 - Volunteering for demonstrations;
 - Demonstrating collaboration in the learning process.
2. **Professionalism (20 points)** Please see professionalism rubric on Canvas.
 3. **Personal/Family Career History Genogram (40 points)** In this assignment, students will explore their personal/family career history. Students are to follow family journey through the historical benchmarks and explore the influence on these instances on their career choice.
 4. **Career Development Program/Intervention Proposal Partner Project (40 points)** To develop skills applying theoretical and empirical career development material to practice, students will work in a small group (2-4 students, groups will be assigned randomly) to develop a career program or intervention for a specific population. Students will put together a poster presentation that will deliver a career development program or intervention for a specific population, with clearly-defined and feasible goals. Each group will have approximately 20-30 minutes to present their project to the entire class.
 5. **Comprehensive Career Assessment & Analysis (50 points)** The Comprehensive Career Assessment and Analysis can be considered the summative assignment for the course. It consists of three phases; please see assignment PP for more information.
 6. 5 Other assignments and quizzes will be assigned throughout the term for a total of 50 points; 10 points each.

Grading Scale:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- **80 – 82% = B-**
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

Students must achieve a minimum grade of B- to pass this class.

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the



professors. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University)

Other Course-specific Information

Readings and Assignments: It is the students' responsibility to complete all required readings prior to coming to class. Lecture and class activities will not repeat the readings but rather add to them. Therefore, the readings provide necessary context for course material. All assignments are due by the beginning of class on the date specified on the syllabus. No late assignment will be accepted.

Electronic devices: The use of cell phones and laptops for any reason other than taking notes is not permitted during class time. Students may check their phones during the break and before/after class. Student engagement in texting or perusing internet sites during class time may result in point deductions on final grade.

Confidentiality limitations: An essential element of this course is self-reflection and the integration of new knowledge into previously established paradigms. It is the students' responsibility to determine the appropriate level of self-disclosure for class discussion and reflection papers. The instructor cannot guarantee confidentiality of information shared. If the instructor acquires information relevant to a student's progress or performance in the program, she will contact the student for a meeting to discuss the issue.

Incompletes and Late Assignments

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Professionalism Rubric](https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkl0Ql8GJ1GUYl6TosQ5mxg/edit?tab=t.0) 
(https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkl0Ql8GJ1GUYl6TosQ5mxg/edit?tab=t.0).



PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu (<mailto:scortezm@pointloma.edu>).

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text) <https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text> for definitions of kinds of academic dishonesty and for further policy information.



During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

MLA Style Center: Citing Generative AI  (<https://style.mla.org/citing-generative-ai/>)

APA Style: How to Cite ChatGPT  (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)

Chicago Manual of Style: Citing Content Developed or Generated by AI  (<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu (<mailto:EAC@pointloma.edu>) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations



at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](https://www.pointloma.edu/title-ix). (<https://www.pointloma.edu/title-ix>)

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](https://www.pointloma.edu/bias) (<https://www.pointloma.edu/bias>).



PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - Synchronous Courses: At least one class meeting takes place at a designated time.
 - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class will be considered an absence.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/>) for additional detail.

Synchronous Attendance/Participation Definition



For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **[The GPS Writing Center \(https://my.pointloma.edu/pages/writing-center-gps\)](https://my.pointloma.edu/pages/writing-center-gps) offers:**
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime



- **Research Help Guide** (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the **Mission Valley Regional Center**  (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge
- **Academic Writing Resources Course** (<https://canvas.pointloma.edu/courses/64301>): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through**  (<https://youtu.be/JB8MmVPznFI>) and take time now to explore!
- **Grammarly**  (<https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies>): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly’s Generative AI is NOT available with our student accounts.
- **Tutoring** (<https://my.pointloma.edu/pages/tutoring-gps>): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu
(<mailto:GPSWritingCenter@pointloma.edu>)

Course Schedule and Assignments

Class Schedule: Instructor reserves the right to change the course schedule based on class needs.

Course Schedule and Assignments

Module	Class Session	Plan	Readings*	Assignments
Light Week Module	Asynchronous Class (No F2F class sessions this week)	Course Orientation Syllabus Review The History of Work, Globalization, and Contemporary Client Issues	Dugger Chapter 1 *Please read assigned chapters BEFORE class! We will be discussing the chapters and completing applied activities in class. You will need to have read the chapters beforehand for	Complete Light week module in Canvas Complete Discussion Board Assignment in Canvas** **Please note: This assignment counts for your light week attendance and is not worth points. Failure to complete the assignment will result in being marked absent for this class week.



			class to be meaningful for you.	
Module 1	Class Session 1	Trait and Factor Theories Developmental Theories	Dugger Chapters 2-3	
	Class Session 2	Learning Theories Narrative Theories	Dugger Chapters 4-5	Quiz on Chapters 2-5
Module 2	Class Session 3 (Asynchronous for Memorial Day)	Cultural Dimensions of Career Development and Career Counseling	Dugger Chapter 6	
	Class Session 4	An Employment Law Primer for Career Counselors Becoming an Ethical Career Counselor	Dugger Chapters 7-8	Student Presentations 1 & 2 Please submit Career Genogram Activity to Canvas
Module 3	Class Session 5	The Career Counseling Process Intake Assessments	Dugger Chapters 9-10	
	Class Session 6	Standardized Tests	Dugger Chapter 11	Please submit career counseling intake and cultural formulation interview completed in class to Canvas (as one document)
Module 4	Class Session 7	Card Sorts	Dugger Chapter 12	Student Presentation 3



	Class Session 8	Technology and Information Resources-O*NET	Dugger Chapter 13	Student Presentation 4 Please submit a completed and scored career assessment to Canvas
Module 5	Class Session 9	Career Development in K-12 Educational Settings	Dugger Chapter 14	Student Presentations 5 & 6
	Class Session 10	Career Development in Career and Technical Education Settings Career Development in College Settings	Dugger Chapters 15-16	Student Presentations 7 & 8 Please submit the Case of Jack Case Study (submit in groups)
Module 6	Class Session 11	Job loss, Unemployment, and the Job Search Process	Dugger Chapter 17	Student Presentations 9 & 10
	Class Session 12	Adult Career Transitions and Specific Populations	Dugger Chapter 18	Student Presentations 11 Due: The Case of Jason Case Study (submit in groups)
Module 7	Class Session 13	Charting Your Path Career Workshop Day	Dugger Chapter 19	Comprehensive Career Assessment & Analysis Project Due
	Class Session 14	Resumes/ Cover Letters/ Interviewing Strategies		Please bring your current resume , a job posting you would be interested in , and a cover letter written to apply for that job. We will pair up in class and practice offering each other feedback o



Assignments At-A-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Mon May 11, 2026	 Light Week Agenda Including Light Week Intro Video	to do: 2pm
	 Welcome to Career Counseling!	to do: 11:59pm
	 Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/86309/assignments/1309053)	due by 11:59pm
Fri May 15, 2026	 Light Week Video Discussion: "The World is Flat"	to do: 12am
Mon May 18, 2026	 Session 1 Agenda	to do: 2pm
Wed May 20, 2026	 Session 2 Agenda	to do: 2pm
Thu May 21, 2026	 Quiz: Chapters 2- 5 (https://canvas.pointloma.edu/courses/86309/assignments/1309054)	due by 11:59pm
Tue May 26, 2026	 Session 3 Agenda	to do: 2pm
Wed May 27, 2026	 Session 4 Agenda	to do: 2pm
Mon Jun 1, 2026	 Session 5 Agenda	to 

Date	Details	Due
Wed Jun 3, 2026	 Session 6 Agenda	to do: 2pm
Thu Jun 4, 2026	 Submit Career Counseling Intake and Cultural Formulation Interview (https://canvas.pointloma.edu/courses/86309/assignments/1309065) 	due by 11:59pm
Fri Jun 5, 2026	 Mid-Course Professionalism Feedback (https://canvas.pointloma.edu/courses/86309/assignments/1309067) 	due by 11:59pm
Mon Jun 8, 2026	 Session 7 Agenda	to do: 2pm
Wed Jun 10, 2026	 Session 8 Agenda	to do: 2pm
Thu Jun 11, 2026	 Submit Scored Career Assessment (https://canvas.pointloma.edu/courses/86309/assignments/1309066) 	due by 11:59pm
Sun Jun 14, 2026	 Career History Genogram (https://canvas.pointloma.edu/courses/86309/assignments/1309055) 	due by 11:59pm
Mon Jun 15, 2026	 Session 9 Agenda	to do: 2pm
Wed Jun 17, 2026	 Session 10 Agenda	to do: 2pm
Thu Jun 18, 2026	 Case of Jack (Group Assignment) DO NOT PUBLISH UNTIL CLASS TIME (https://canvas.pointloma.edu/courses/86309/assignments/1309056) 	due by 11:59pm
Mon Jun 22, 2026	 Session 11 Agenda	to do: 2pm
Wed Jun 24, 2026	 Session 12 Agenda	to do: 2pm



Date	Details	Due
	 Comprehensive Career Assessment https://canvas.pointloma.edu/courses/86309/assignments/1309058	due by 2pm
		
Mon Jun 29, 2026	 Comprehensive Career Assessment Copy https://canvas.pointloma.edu/courses/86309/assignments/1331854	due by 2pm
		
	 Session 13 Agenda	to do: 2pm
Wed Jul 1, 2026	 Upload Current Resume https://canvas.pointloma.edu/courses/86309/assignments/1309067	due by 2pm
		
	 Session 14 Agenda	to do: 2pm
	 End-of-Course Evaluation https://canvas.pointloma.edu/courses/86309/assignments/1309059	due by 11:59pm
		
Sun Jul 5, 2026	 Professionalism https://canvas.pointloma.edu/courses/86309/assignments/1309062	due by 11:59pm
		
	 Roll Call Attendance https://canvas.pointloma.edu/courses/86309/assignments/1309064	due by 11:59pm
		
	 Case of Jason (Group Assignment- DO NOT PUBLISH UNTIL CLASS TIME) https://canvas.pointloma.edu/courses/86309/assignments/1309057	
		
	 K12 Career Program https://canvas.pointloma.edu/courses/86309/assignments/1309060	
		



Date	Details	Due
	 <u>Program/Intervention Proposal Project - Student Presentations (Group Assignment)</u> (https://canvas.pointloma.edu/courses/86309/assignments/1309063) 	
	 <u>Vocational Identity & The Life-Design Framework Part 1</u> (https://canvas.pointloma.edu/courses/86309/assignments/1312968) 	

