



College of Health Sciences | MA in Clinical Counseling

PSY 6033 Career Development

3 Units

Summer 2026 | Quad 1

May 11 - July 5

Online

Instructor: Dr. James Powell

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Office Hours: By appointment

Meeting Days/Times: June 2, 2026 (Week 4) and June 16, 2026 (Week 6)

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

A close look at career development theory, with emphasis on gender, family, and social/cultural issues that impact career choices. Techniques and assessment instruments that facilitate lifelong career development will be utilized.

Program Learning Outcomes

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

1. competent clinicians and professionals who 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

This course meets the following CA BBS Education requirements for LMFT:

- Developmental issues from infancy to old age, including instruction in all of the following
- (ii) The psychological, psychotherapeutic, and health implications of developmental issues and their effects.
 - (v) The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.
 - (vi) The understanding of human behavior within the social context of a representative variety of the cultures found within California.
 - (vii) The understanding of the impact that personal and social insecurity, social stress, low educational levels, inadequate housing, and malnutrition have on human development.

This course meets the following CA BBS Education requirements for LPCC:

Career development theories and techniques, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

PLO/CLO Alignment to Course Assignments		
PLO	CLO	Assignment/Activity

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.	CLO 1.1.1 Incorporate theories, models, and strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development through the use of career assessments. CLO 3.1.3 Identify processes for effectively using career, vocational, educational, occupational, and labor market information resources, technology, and information systems.	• Week 1: Career Fit Blueprint – Trait & Factor Theory Activity; • Week 3: Case of Jack Career Counseling Analysis • Week 4: Role Play – MBTI & Strong Interest Inventory Interpretation; • Week 4: Career Counseling Activities with Peer Partner; • Week 6: Theory and Research Integration Final Paper; • Week 7: Career Program / Intervention Proposal; • Week 8: Final Course Synthesis Reflection • Week 4: Career Assessment Tools and Technology Activities; • Week 4: Career Counseling Activities with Career Information Systems; • Week 6: Theory and Research Integration using O*NET or career information resources; • Week 7: Career Program Design and Intervention Planning
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	CLO 2.2.1: Demonstrate an understanding of ethical and legal issues relevant to career development and career counseling.	• Week 3: Three-Lens Case Analysis (Ethical and Legal Analysis); • Week 3: Peer Review of Case Analysis; • Week 5: Applied Practice Reflection – Reflection Activity: Career Counseling Session Design; • Week 7: Professional Identity Discussion; • Week 7: Peer Feedback on Group Presentations; • Week 8: Final Course Reflection; • Week 8: Reflection Discussion
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.	CLO 4.3.1: Utilize and apply approaches for conceptualizing relationships among work, socioeconomic status, wellness, disability, trauma, barriers to the workplace, and other life roles.	• Week 2: Career History Genogram Assignment • Week 2: Cultural Intake Interview; • Week 5: Career Counseling Case in

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.		Educational Settings;
Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.		• Week 6: Career Transitions and Special Populations Discussion
Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.		• Week 6: Cultural Formulation Interview;
		• Week 7: Career Program Proposal for Special Populations;
		• Week 8: Final Course Reflection on Cultural Awareness and Advocacy

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

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

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

NOTE: Students are responsible for having 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 _-unit class delivered over _ weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated _ total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Credit Hour Distribution	
Requirements	Total Course Hours
Required Readings	22.5
Reflection Assignments	15
Written Assignments	40
Interactive/Group Assignments	10
Discussions	20
Final Comprehensive Career Assessment	5
Total	112.5

Assessment and Grading

Academic Honesty Verification: Students must complete the verification before gaining access to the rest of the content.

Active participation is an essential component of this course and contributes directly to student learning and professional development. Students are expected to engage consistently with course materials, discussions, and learning activities, and to contribute thoughtfully and respectfully to the learning environment.

Effective participation includes:

- Meaningful contributions to discussions and learning activities
- Engagement with course readings and multiple perspectives
- Collaboration in group assignments and case studies
- Willingness to reflect on learning, ask questions, and integrate feedback
- Professional and respectful communication with peers and the instructor

Several course activities involve partner or group work; consistent participation is necessary to support successful collaboration and shared learning outcomes.

Assignments & Assessment

Student performance will be evaluated through a combination of discussions, quizzes, applied assignments, group projects, and a comprehensive final assessment. Major course components include:

- Discussions and reflections
- Quizzes and applied theory assignments
- Career History Genogram
- Career Counseling Intake & Cultural Formulation Interview
- Group case studies and program/intervention proposal
- Final Comprehensive Career Assessment and Analysis

A detailed course schedule with readings and assignment due dates is provided in Canvas.

Grades and instructor feedback will be posted in the Canvas gradebook no later than **Tuesday each week**, beginning in Week Two. Students are encouraged to review feedback carefully, as it is intended to support continuous improvement. Final grades will be submitted in accordance with the Academic Calendar.

Assignment Distribution by Percentage or Points:

Assignment Distribution	
Assignment Category	Percentage
Attendance	10%
Professionalism	10%
Discussions	10%
Individual Skill-Based Assignments	20%
Group Case / Program Assignments	30%
Final Comprehensive Career Assessment	20%
Total	100%

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.

Additional Course-Specific Information

Ground Rules of the Course

Together, we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners, and all are teachers . . . we will learn from each other
5. Mistakes are okay . . . this is a no-guilt, no-blame zone
6. The point is to learn and grow ... grades are a by-product and not the goal
7. Integrity and honesty are expected

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](#).

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.

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.

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 State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to

the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

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](#) for definitions of kinds of academic dishonesty and for further policy information.

Note: Additionally, include the below if this pertains to your course:

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](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

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 or 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 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 other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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 at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at 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).
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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 the online session 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%). **For quad-length classes, a student may incur one absence without losing points.** A second absence will incur a 10% deduction, and after a third absence the student will be unenrolled from the class. Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Refer to [Academic Policies](#) for additional detail.

Use of Technology

MACC is committed to a distraction-free learning environment. Aside from the computer students are using to attend class other devices (phones, tablets etc) should *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](#) 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](#) to help you start your research
- The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge

- **[Academic Writing Resources Course](#)**: 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](#)** and take time now to explore!
- **[Grammarly](#)**: 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](#)**: 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**

Course Schedule and Assignments

Course Schedule			
Week	Topic	Readings (Dugger)	Graded Assignments
Week 1	Introduction and Foundations of Career Development	• Chapter 1: History of Work, Globalization, and Contemporary Client Issues (pp. 5–25) • Chapter 6: Cultural Dimensions of Career Development and Career Counseling (pp. 176–210)	• Discussion: Intro and Professional Goals • Discussion: Career Development, Culture, and Meaning • Faith Integration - Part 1: The Call to Counsel
Week 2	Career Development Theories & Practice	• Chapter 2: Trait–Factor Theories (pp. 26–66) • Chapter 7: Employment Law Primer for Career Counselors (pp. 211–240) • Chapter 8: Becoming an Ethical Career Counselor (pp. 241–270)	• Partner Career Fit Blueprint • Discussion: The Case of Jack • Three-Lens Case Analysis
Week 3	Career Development Theories & Practice	• Chapter 3: Developmental Theories (pp. 67–105) • Chapter 9: The Career Counseling Process (pp. 271–300)	• Career History Genogram Discussion • Career History Genogram Reflection • Peer Review of Three-Lens Paper
Week 4	Career Development Theories & Practice	• Chapter 4: Learning Theories (pp. 106–140) • Chapter 10: Intake Assessments (pp. 301–332)	• Career Counseling Partner Intake Interview • Career Counseling Partner Intake Interview Reflection • Faith Integration Part 2: Spirituality and Career Choice
Week 5	Career Development Theories & Practice	• Chapter 5: Narrative Theories (pp. 141–175) • Chapter 17: Job Loss and Unemployment (pp. 445–454; 462–473)	• Discussion: The Case of Jason • Discussion: Career Transitions and Special Populations • Final Project Step 1: Partner Cultural Intake Interview
Week	Career Assessment Tools and	• Chapter 11: Standardized Tests	• Discussion: Career

6	Technology	(pp. 333–360) • Chapter 12: Card Sorts and Career Assessment Techniques (pp. 361–380) • Chapter 13: Technology and Career Information Resources (pp. 381–410)	Transitions and Special Populations • Final Project Step 3: Theory and Research Integration • Career Counseling Partner Intake and Cultural Formulation Part 1
Week 7	Career Transitions and Special Populations	• Chapter 16: Career Services in College Settings (pp. 421–435) • Chapter 18: Adult Career Transitions and Special Populations (pp. 531–509)*	• Career Counseling Session Design and Partner Presentation • Discussion: Career Counseling Session Design • Final Course Synthesis Reflection
Week 8	Professional Identity and Professional Practice	• Chapter 19: Charting Your Own Career Path as a Professional Counselor (pp. 510–537) — Optional • Review key sections from Chapters 1–19 as needed for final project completion.	• Final Project Step 3: Theory and Research Integration • Discussion: Professional Identity and Counselor Role • Discussion: Reflection • Final Takeaways Padlet • Professionalism