COUN 5470: Career Development and Information Resources
Fall 2021
Wednesdays: 5:30-8:20 pm
Location: GAB, Rm. 112

Instructor: LaKaavia Taylor, PhD., LPC (TX), NCC, RPT
Clinical Assistant Professor & Internship Coordinator, UNT Counseling Program
Office: Welch Street Complex 2, Office 120
Office Hours: Wednesday, 10:00-12:00; Thursday, 10:30-4:00; and by appointment
Office Phone: 940-565-2912
Email: LaKaavia.Taylor@unt.edu

Catalog Description

COUN 5470: Survey of career development and counseling with emphasis on the occupational, career and educational information service.

Goal of the Course

Students will acquire, enhance and demonstrate career development knowledge and skill. This course will provide survey of career development and career counseling, with an emphasis on information resources.

Foliotek

This course requires an assignment that will be uploaded and assessed in the UNT Foliotek data management system. Foliotek does not require an additional cost to students and accounts are available to students if they are enrolled in a program within the College of Education. Key Performance Indicator assignments must be uploaded into the Foliotek system for instructors to assess. Log-in at https://www.coe.unt.edu/tk20/foliotek.
Core Curricular Experiences Covered

Curricular experiences will provide an understanding of the following content areas:

<table>
<thead>
<tr>
<th>Social and Cultural Diversity</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>2.F.2.a.</td>
<td>Curriculum</td>
</tr>
<tr>
<td>2. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>2.F.2.d.</td>
<td>Curriculum</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Growth and Development</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a general framework for understanding differing abilities and strategies for differentiated interventions; and</td>
<td>2.F.3.h.</td>
<td>Curriculum</td>
</tr>
<tr>
<td>2. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</td>
<td>2.F.4.b.</td>
<td>CCCE (KPI)</td>
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<thead>
<tr>
<th>Career Development</th>
<th>CACREP Standard</th>
<th>Curriculum/Evaluation Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1. theories and models of career development, counseling, and decision making</td>
<td>2.F.4.a.</td>
<td>Theory Reflection</td>
</tr>
<tr>
<td>2. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</td>
<td>2.F.4.b.</td>
<td>CCCE (KPI)</td>
</tr>
<tr>
<td>3. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems</td>
<td>2.F.4.c.</td>
<td>Portfolio</td>
</tr>
<tr>
<td>4. approaches for assessing the conditions of the work environment on clients’ life experiences</td>
<td>2.F.4.d.</td>
<td>CCCE (KPI)</td>
</tr>
<tr>
<td>5. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development</td>
<td>2.F.4.e.</td>
<td>Career Counseling Sessions</td>
</tr>
<tr>
<td>6. strategies for career development program planning, organization, implementation, administration, and evaluation</td>
<td>2.F.4.f.</td>
<td>CCCE (KPI)</td>
</tr>
<tr>
<td>7. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy</td>
<td>2.F.4.g.</td>
<td>CCCE (KPI)</td>
</tr>
<tr>
<td>8. strategies for facilitating client skill development for career, educational, and life-work planning and management</td>
<td>2.F.4.h.</td>
<td>Career Counseling Sessions</td>
</tr>
<tr>
<td>9. methods of identifying and using assessment tools and techniques relevant to career planning and decision making</td>
<td>2.F.4.i.</td>
<td>Portfolio</td>
</tr>
<tr>
<td>10. ethical and culturally relevant strategies for addressing career development</td>
<td>2.F.4.j.</td>
<td>Portfolio CCCE (KPI)</td>
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<tr>
<td>Counseling and Helping Relationships</td>
<td>CACREP Standard</td>
<td>Curriculum/Evaluation Outcomes</td>
</tr>
<tr>
<td>1. the impact of technology on the counseling process</td>
<td>2.F.5.e</td>
<td>Curriculum</td>
</tr>
<tr>
<td>2. developmentally relevant counseling treatment or intervention plans</td>
<td>2.F.5.h</td>
<td>Career Counseling Sessions</td>
</tr>
<tr>
<td>3. strategies to promote client understanding of and access to a variety of community-based resources</td>
<td>2.F.5.k</td>
<td>Career Counseling Sessions</td>
</tr>
<tr>
<td>Group Counseling and Group Work</td>
<td>CACREP Standard</td>
<td>Curriculum/Evaluation Outcome</td>
</tr>
<tr>
<td>1. dynamics associated with group process and development</td>
<td>2.F.6.b</td>
<td>Curriculum</td>
</tr>
<tr>
<td>2. therapeutic factors and how they contribute to group effectiveness</td>
<td>2.F.6.c</td>
<td>Curriculum</td>
</tr>
<tr>
<td>3. characteristics and functions of effective group leaders</td>
<td>2.F.6.d</td>
<td>Curriculum</td>
</tr>
<tr>
<td>4. types of groups and other considerations that affect conducting groups in various settings</td>
<td>2.F.6.f</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Assessment and Testing</td>
<td>CACREP Standard</td>
<td>Curriculum/Evaluation Outcomes</td>
</tr>
<tr>
<td>1. use of assessments relevant to academic/educational, career, personal, and social development</td>
<td>2.F.7.i</td>
<td>Career Counseling Sessions</td>
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<tr>
<td>School Counseling</td>
<td>CACREP Standard</td>
<td>Curriculum/Evaluation Outcomes</td>
</tr>
<tr>
<td>1. models of P-12 comprehensive career development</td>
<td>SC G.1.c</td>
<td>Curriculum</td>
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<tr>
<td>2. school counselor roles in relation to college and career readiness</td>
<td>SC G.2.c</td>
<td>Curriculum</td>
</tr>
<tr>
<td>3. use of developmentally appropriate career counseling interventions and assessments</td>
<td>SC G.3.e</td>
<td>Career Counseling Sessions</td>
</tr>
<tr>
<td>4. strategies to facilitate school and postsecondary transitions</td>
<td>SC G.3.g</td>
<td>Curriculum</td>
</tr>
<tr>
<td>5. interventions to promote college and career readiness</td>
<td>SC G.3.j</td>
<td>Curriculum</td>
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Note: KPI=Key Performance Indicator

**Methods of Instruction**

This course is intended to be didactic and experiential in nature. Students will participate in multiple experiential activities such as role-play, practice facilitation, and class exercises. Students are expected to be active participants in the classroom and contribute to the discussions on specific topics. The activities and objectives are
aligned with the Council of Accreditation for Counseling and Related Educational Programs (CACREP) standards and the National Career Development Association (NCDA) training standards.

**Required Texts**


**Recommended journals:**
Career Development Quarterly  
Journal of Counseling & Development  
Journal of Counseling and Clinical Psychology  
Journal of Vocational Behavior

**Recommended websites:**
National Career Development Association  [www.ncda.org](http://www.ncda.org)  
American Counseling Association  [www.counseling.org](http://www.counseling.org)  
American School Counselor Association  [www.schoolcounselor.org](http://www.schoolcounselor.org)

**Student performance evaluation criteria and procedures:**
For all written assignments, students should use 12 point, Times New Roman font. All papers should be APA & double-spaced unless otherwise noted.

**Assessment**

**Career Theory Reflection (20%)**

Students will complete one career theory reflections. The reflection paper should be approximately 4-6 pages (APA format, double-spacing, 12-point Times New Roman, cover page, running head, headings, introduction, conclusion, in-text citations, use of at least 2 scholarly sources, and a references page) and in word document format. Students will select one career theory and will describe their own career development through the lens of that theory. Students will connect the key concepts of the theory to their personal career development and current career decision making process. Students should use specific examples from their own personal experience. Please see Appendix A for assignment rubric.

Due October 27 via Canvas

**Career Portfolio (20%)**

This assignment includes multiple components that may be completed at various times throughout the semester. Due to the nature of this assignment, please allow sufficient time complete.

1. First, students will develop a career genogram and timeline (please visit Canvas for resources on this assignment.)
   a. The genogram must include at least three generations (self, parents, and grandparents, etc.). Additionally, your genogram may include non-biological family that have influenced your career
trajectory. Including extended family is optional. The career genogram should include education, careers/jobs, and hobbies/interests.

i. Please note: When the information about parent’s and/or grandparent’s generations is not available, students may list significant others who were in those roles.

b. Next, students will create a career timeline (see CANVAS for examples) covering childhood (interests, jobs, hobbies, dreams, etc.) through disengagement/retirement. The career timeline should convey your career development across the lifespan.

2. Students will complete a 4-8-page (APA format; double-spacing, 12-point Times New Roman, cover page, running head, headings, introduction, conclusion, at least 2 scholarly resources, in-text citations, and references page) career decision reflection about how they believe their culture, spirituality/religion, race, gender, sexual orientation, socioeconomic status (SES), disability/ability, and family/friends, have influenced their career decisions and how others from different backgrounds may have different opportunities and experiences. Discuss which aspects have supported your career development and which have been hindrances/barriers.

3. Students will identify one counseling related job posting (through the internet, websites, etc.) to which they would like to apply for internship or after graduation. The job should be counseling related and fit with the student’s career goals.
   a. Students will complete a brief 1-2 page, double-spaced) reflection of how aspects of the job align and conflict with desirable job characteristics from the results of their self-exploration activities completing during or outside of class (e.g., interest personality inventories, values inventories, career reflection).

   b. Finally, students will complete a cover letter and résumé for the job posting.

Thus, this assignment includes the following components:

• a) Career genogram
• b) Career timeline
• c) Career decision reflection (approximately 4-8 pages, APA format)
• d) One job post or listing (submit the job advertisement or website screen shot with your portfolio) and a 1-2-page reflection
• e) An updated résumé.
• f) A cover letter for the job or internship (no need to sign it)

Please submit all documents in ONE word or PDF document format. Please see Appendix B for grading guidelines. Due November 3 via Canvas

Career Counseling Sessions and Case Conceptualization (30%)
Students will conduct and video record a two-session intervention called a Career Construction Interview with a volunteer ‘client’. The volunteer may be a peer/classmate (not enrolled in this course), friend, neighbor, colleague, etc. The two sessions should last approximately 30 minutes each and students should video record them. Videos will be graded on adherence to CCI protocol, professionalism (e.g. attire, setting, attitude/demeanor), and basic counseling skills. At the very least, the sessions will consist of the Career Construction Interview, but may also include assessment interpretation where applicable. A worksheet (life portrait) and case conceptualization must also be completed. Additionally, students must create a career counseling/treatment plan with at least 2
measurable goals and interventions. If students opt to record sessions virtually, students must use Zoom. When recording through Zoom, students will use the gallery view, not the speaker view, which will both faces can show up concurrently in the videos. Upload the shareable links to CCI recordings to Canvas assignment submission. Please see Appendix C and D for a detailed description and rubric for this assignment.

Due November 17 via Canvas

Key Performance Indicator: Comprehensive Career Counseling Evaluation (15%)
Work teams will collaborate on Comprehensive Career Counseling Evaluation questions and leaders will submit answers to BBL on behalf of the work team. Students will respond to questions based on each textbook chapter. The Comprehensive Career Counseling Evaluation is a 100 question, multiple choice assessment. Please see Appendix E for description and rubric.

Due December 8 via Canvas & Foliotek

Class Participation, Professional Behavior, & Attendance (10%)

Attendance: Attendance is essential. Understanding the value of the course is based on your level of investment in personal growth and integration of the course material in your identity as a professional counselor. The structure of this course and its importance in your development as a future counselor/educator necessitates that you attend regularly. We are going to cover a considerable amount of information during each class session. In the event a student misses class, it is the student’s responsibility to obtain notes from a peer in the class. Students may miss one course with no penalty, with the expectation that they make up missed work and/or course activities. Two absences will result in the final grade being lowered by one grade level. If due to extenuating circumstances, a second absence occurs, the student will have the option of completing an alternative assignment in addition to regular course work. This assignment will be identified after consultation with the instructor. Missing more than two classes for whatever reason may result in a failing grade. University policy will be followed for attendance concerns. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion. Being present in class & doing other activities (e.g., drawing, texting, surfing the internet, playing games on a computer/cell phone, extended periods away from the class, talking) is not considered being actively involved. Please note: it is the student’s responsibility to drop this course, if necessary.

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Participation and Contributions: Due to the experiential nature of this class, participation and contribution is essential. Participation is credited to all activities related to this course. Participation in class includes coming prepared and actively volunteering for activities, contributing to class discussions, fully engaging in course experiences, and relevant reflections/processing. A student may lose participation points for engaging in outside-related activities, such as web browsing, texting, and private conversations during class. Demeanor, attitude, and
overall disposition toward peers, teaching assistant, and the instructor will be greatly taken into consideration. The
instructor reserves the right to deduct points for a student's grade due to lack of participation.

**Professionalism:** Students are expected to demonstrate personal characteristics consistent with the characteristics
of professional counselors (see *Master’s Student Handbook*), engage in ethical behavior as defined in the
American Counseling Association *Code of Ethics*, and adhere to UNT’s Academic Integrity Policy. As
professionals, students are responsible for coming to class prepared to discuss readings, making productive
contributions to class discussions/activities, and attending respectfully to others.

Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This
evaluation may be reflected in a grade reduction, competency concern report, and/or request for remediation per
Counseling Program policies. The following chart serves as a guide regarding expectations for professional
behavior and potential outcomes for those who do not meet these expectations. **Note that one only meets professional expectations if ALL indicators are met.** However, one need only have ONE area in which s/he is
below expectations to necessitate remediation. **The following criteria will be used:**

**9-10 points:** Proactive participation: leading, originating, informing, challenging contributions that reflect in-
depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or
inappropriate self-disclosure. Making comments that frequently help move discussion/conversation forward. No
more than one absence. Rarely tardy or late from break. Contributes more days than not. Active participation,
attention, and professional attitude/behaviors during course activities and role plays. Attentive and respectful
toward others when not contributing directly. Student is almost always prepared with required course materials and
evidence of reading prior to class. No concerns regarding personal characteristics. Shows ethical integrity and
adheres to ACA Code of Ethics. No concerns regarding academic integrity.

**7-8 points:** Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on
the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation,
synthesis, and evaluation. No more than two tardy arrivals to class or from breaks. Respectful toward others when not contributing
directly. Little to no concerns regarding personal characteristics. Very few instances of unprofessional behaviors
that interfere with learning environment such as private conversations, off-task/topic discussions, talking during
lecture, inappropriate self-disclosure, etc. Student is almost always prepared with required course materials and
evidence of reading prior to class. Almost always engages in active participation, attention, and professional
attitude during course activities and role plays. Little to no concerns regarding personal characteristics.

**5-6 points:** Passive participation: present, awake, alert, attentive, but not actively involved or invested. Rarely
contributes to class. Contributions reflect occasional preparation. Occasional or minor personal characteristics
concerns. Minor, uninformed violations of academic integrity. One or more absences. Frequent, minor tardiness.
Occasional unprofessional behaviors that interfere with learning environment such as private conversations, off-
task/topic discussions, talking during lecture, inappropriate self-disclosure, etc. If ethical violation present,
concern is minor and student takes immediate action to remedy.

<5 pts: Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions, and on
laptop during class. Frequent unprofessional behaviors that interfere with the learning environment such as private
conversations, off-task/topic discussions during class or course activities, talking during lecture, inappropriate
self-disclosure/jokes, etc.
Summary of Evaluation:
Career Theory Reflection 20%
Career Portfolio 20%
Career Counseling Sessions and Conceptualization 30%
Comprehensive Career Counseling Evaluation (KPI) 15%
Career Development Intervention Program (In-class group assignment) 5%
Classroom Participation 10%
Total Points 100%

Grading Scale:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 59

Course Requirements

Expectations:
Students are expected to read the assigned textbooks and literature prior to class, appropriately participate in class, and turn in assignments no later than 5:30 pm on the day they are due. Extensions will be granted at the discretion of the instructor PRIOR to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date. Late assignments will be penalized 5% for each day they are late. Assignments turned in more than 1 week past the due date will not be accepted for credit. Cell phones and communication devices must be silenced during class for the respectful learning of all, unless otherwise requested. If you need to respond to an emergency call, please leave the class with minimal disruption.

Remote instruction:
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

Face Covering:
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

**Sharing and Confidentiality:**
This course will require you to spend time considering your own developmental journey. It will involve self-examination and some degree of sharing personal information with the class. It is important that you strive to be appropriate in your personal sharing in our classroom. Although we will discuss confidentiality in class in order to promote an emotionally safe learning environment, confidentiality cannot be guaranteed. Therefore, be mindful of what you choose to share—I encourage you to take risks and to challenge yourself, while maintaining any personal boundaries that are important to your continued health and development as a professional in training and person.

Discussions, exercises, activities, and presentations in this course may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk with the instructor. If you would like counseling to address personal concerns, you may contact UNT’s Counseling & Testing at (940) 565-2741 or seek personal counseling at your own expense.

**SYLLABUS ADDENDUM**

**Succeed at UNT:**
- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

**Academic Integrity and Academic Dishonesty**
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

**Acceptable Student Behavior**
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The
University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Disability Access
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at https://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

EagleConnect
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Observation of Religious Holy Days
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online
system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

**Survivor Advocacy**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

**Student Perceptions of Teaching (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

**Student Support Services**

*Mental Health*

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
• Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

• UNT Records
• UNT ID Card
• UNT Email Address
• Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns
Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns. You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:
  o What are pronouns and why are they important?
  o How do I use pronouns?
  o How do I share my pronouns?
  o How do I ask for another person’s pronouns?
  o How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services
• Registrar (https://registrar.unt.edu/registration)
• Financial Aid (https://financialaid.unt.edu/)
• Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
• Career Center (https://studentaffairs.unt.edu/career-center)
• Multicultural Center (https://edo.unt.edu/multicultural-center)
• Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
• Pride Alliance (https://edo.unt.edu/pridealliance)
• UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services
• Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
• Academic Success Center (https://success.unt.edu/asc)
• UNT Libraries (https://library.unt.edu/)
• Writing Lab (http://writingcenter.unt.edu/)

Campus Carry Notification
The class meets (occasionally, a few times during the semester)) in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.
PRELIMINARY CLASS SCHEDULE
This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. Instructor reserves the right to modify course schedule to meet the clinical and

Appendix A
Career Theory Reflection

Name of Student: ________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Point Allocation</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>An introduction that 1) specifies the main topics that will be covered AND 2) hints at what you want the reader to know after completing your paper.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Overview of career theory</td>
<td>Student provides a concise and brief overview of identified theory and briefly describes key concepts.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Personal career development and decision-making &amp; Theoretical concepts and personal journey</td>
<td>Student describes their own career development and current decision-making process as well as provides many specific examples from personal experiences. Student makes clear connections (compare AND contrast) between identified theory and their own personal career development and career decision-making processes. Your discussion should clearly explain how aspects of your career development are similar with the identified career theory and what aspects are different using the literature and specific personal examples/experiences to support your claims.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>A conclusion that 1) summarizes the overall paper AND 2) shares your insights/comments regarding the experience of writing this paper.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>APA, formatting, and professionalism</td>
<td>Student adheres to APA 7th edition format and demonstrates professionalism throughout writing.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Double spacing, 12-point Times New Roman, cover page, running head, headings, introduction, conclusion, in-text citations, use of at least 2 scholarly sources, and a references page</td>
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</tbody>
</table>


# Appendix B
## Career Portfolio Grading Guidelines

**Name of Student:** ________________

<table>
<thead>
<tr>
<th>Item</th>
<th>Point Allocation</th>
<th>Item Description</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Genogram</td>
<td>2</td>
<td>Genogram includes <strong>3 generations</strong> with related education, careers/jobs, and hobbies/interests.</td>
<td></td>
</tr>
<tr>
<td>Career Timeline</td>
<td>2</td>
<td>Timeline includes professional and personal details from <strong>childhood to retirement/disengagement</strong>. Reflection (no more than 1 page) is thoughtful, concise, specific, and professional.</td>
<td></td>
</tr>
<tr>
<td>Career Decision Reflection (4-8 pages)</td>
<td>1</td>
<td>A 1-2 paragraph introduction that 1) specifies the main topics that will be covered and 2) hints at what you want the reader to know after completing your paper.</td>
<td></td>
</tr>
</tbody>
</table>
| Diverse Influences                            | 3                | Reflection includes discussion of the influence of, race, gender, sexual orientation, socioeconomic status, spirituality, ability/disability, and family/friends on student’s **career development and career decision-making**. Reflection should indicate **depth with thoughtful and specific** writing with many supporting examples. Scholarly citations should be used to support claims  
  - Writing should include attention to each of the following:  
    a) Race/Ethnicity/Nationality;  
    b) Gender and sexual orientation;  
    c) Socioeconomic status;  
    d) Spirituality/religion;  
    e) Ability/disability  
    f) Family/friends/support network |
| 2 | Support & Hindrances | Reflection includes discussion of socio-cultural variables that have supported or hindered (e.g., family, friends, teachers, perceived level of support, societal messages, education, volunteer experiences, etc.) student’s career development. Reflection should indicate depth with thoughtful and specific writing.  
- Address at least 3 related variables for support as well as hindrances. Thus, you will address at least a total of 6 variables. |
|---|---|---|
| 2 | Opportunities and experiences of others | Reflection includes discussion of opportunities/experiences of people from different socio-cultural backgrounds using scholarly resources and citations. Reflection should indicate depth with thoughtful and specific writing.  
- Address at least 3 opportunities or experiences of people from different sociocultural backgrounds (race, gender, sexual orientation, socioeconomic status, spirituality, ability/disability).  
Ex: “Individuals from lower economic statuses may have limited accessibility to career resources. Thus, individuals from this SES group could face lack of exposure to diverse occupations resulting in choosing certain careers based on…….”  
Ex: “_____ Americans are often concentrated in lower paying careers than individuals from other cultural groups (Joh, 2012). This career aspect could greatly impact overall job satisfaction and ability to attend to other life roles. According to Golly (2016), low job satisfaction………..” |
| 1 | Conclusion | A 1-2 paragraph (minimum) conclusion that 1) summarizes the overall paper and 2) shares your insights/comments regarding the experience of writing this paper (e.g., how will this information impact your future work with career clients?) |
| Job Post | See highlighted text | CMHC or School related job or internship identified. You must include the actual job posting with a description of qualifications/characteristics. (3 Points will be deducted from the final grade if the job posting is not attached to the assignment) |
| Job Post/Listing and Reflection | 2 | Reflection includes a discussion of how aspects of the job/internship align AND conflict with desirable job characteristics from the results of self-exploration activities (in-class activities, MyPlan assessments, Vocopher assessment, etc.). (1-2 pages) |
| Résumé | 3 | Résumé aligns with professional expectations and detailed class discussions. |
| Cover Letter | 2 | Cover letter aligns with professional expectations and detailed class discussions (no more than 1 page) |
| Total Points | 20 |
Appendix C
Career Counseling Sessions and Case Conceptualization Description

This assignment is divided into three parts:
1. Career Construction Interview - recording of 2 sessions (10 pts - details provided in class)
2. Completed Worksheet (Life Portrait) & Goals/Intervention (2 measurable goals with related interventions) - written summary (5 pts - details provided in class)
3. Case conceptualization - written/narrative assignment (15 pts - please see description below)

Case Conceptualization

The purpose of the case conceptualization is to provide you with an opportunity to develop a holistic view of your client. Please include the following information in your written case presentation:

Cultural/Personal Data about Client:
1. Age, race/ethnicity, level of acculturation, gender or other relevant socio-cultural variables (e.g. sexual orientation, sexual orientation, spirituality, physical/intellectual limitations, etc.)
2. Family information/background
3. Education/employment (previous and current)
4. How client presents themselves
5. General impressions of the client
6. Client's strengths and level of functioning

Summary of Client's Counseling History & Counseling Session:
1. Presenting career problem(s)
2. Number of sessions you’ve had with the client
3. A brief case conceptualization
   a. What are your hypotheses? Describe the client using language grounded in career construction theory (include attention to each of the following: life themes, vocational personality, and 4 aspects of career adaptability) but where applicable feel free to include elements of the career theory identified in your career reflection assignment)
4. Approaches used
   a. Apart from career construction theory, what personal counseling theoretical framework did you use (e.g., Adlerian, Person Centered, REBT, Reality, CBT, etc.)? Forms of assessment (including non-standardized and standardized) Interventions?

Self-Reflection:
1. What do you think went well?
2. In what areas, would you like to improve?
3. What did you learn from the experience?
4. To what extent is career construction theory and the CCI consistent with your view of client’s career development?
   a. Is there another career theory that better fits your view of client’s career development?
b. If you identify with a different career theory, what elements of that approach might you include in future career counseling sessions?

5. To what extent is career construction theory and the CCI consistent with your identified personal counseling theory (e.g., Person-centered, Adlerian, REBT, Reality, CBT, etc.)?

Appendix D
Career Counseling Sessions and Case Conceptualization Grading Guidelines

| Cultural/Personal Data About Client (4 pts) | 1 | Age, race/ethnicity, level of acculturation, gender/gender identity, or other relevant sociocultural variables |
| | 1 | Family information/background |
| | 1 | Education/employment (previous and current) |
| | 1 | General impressions of the client (client strengths and areas of growth), how client’s presents themselves |

| Summary of Client’s History & Counseling Session (6 pts) | 1 | Presenting career problem & number of sessions you had with the client |
| | 4 | Brief case/theory conceptualization (see #3 under summary of client’s history on the previous page) |
| | 1 | Approaches/interventions used (see #4 under summary of client’s history on the previous page) |

| Self-Reflection (5 pts) | 1 | Strengths |
| | 1 | Areas for Improvement |
| | 1 | Significant Learnings |
| | 1 | Career Theory and Career Development |
| | 1 | Congruence between Career Construction Theory and identified Personal Counseling Theory |

Submission of two 30 minute CCI recording 10%=

- Video will be graded on adherence to CCI protocol, professionalism (e.g. attire, setting, attitude/demeanor), and basic counseling skills)

Worksheet (Life Portrait) & goal/treatment plan (with 2 measurable goals and interventions) attempt out of 5%=

Case Conceptualization out of 15% =

Total out of 30% =

Please submit parts of this assignment in a single document
Appendix E

Comprehensive Career Counseling Evaluation Rubric
Key Performance Indicator Description and Rubric

Work teams will collaborate on Comprehensive Career Counseling Evaluation questions and leaders will submit answers to BBL on behalf of the work team. Students will respond to questions based on each textbook chapter. The Comprehensive Career Counseling Evaluation is a 100 question, multiple choice assessment.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
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<tbody>
<tr>
<td>Exceeds (2)</td>
<td>Meets (1)</td>
</tr>
<tr>
<td>Core 2.F.4.a. Understands the theories and models of career development,</td>
<td>Based on 10-point assessment, student scores between 9 and 10.</td>
</tr>
<tr>
<td>counseling, and decision making (Items 1-10)</td>
<td>Based on 10-point assessment, student scores between 7 and 8.</td>
</tr>
<tr>
<td>Core 2.F.4.b. Understands approaches for conceptualizing the</td>
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<tr>
<td>interrelationships among and between work, mental well-being,</td>
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<tr>
<td>relationships, and other life roles and factors (items 11-20)</td>
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<tr>
<td>Core 2.F.4.c. Knows processes for identifying and using career, avocational,</td>
<td></td>
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<tr>
<td>educational, occupational and labor market information resources,</td>
<td></td>
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<tr>
<td>technology, and information systems (items 21-30)</td>
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<tr>
<td>Core 2.F.4.d. Knows approaches for assessing the conditions of the</td>
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<td>work environment on clients’ life experiences (items 31-40)</td>
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<td>Core 2.F.4.e</td>
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<tr>
<td>Understands strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (items 41-50)</td>
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<tr>
<th>Core 2.F.4.f</th>
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<tbody>
<tr>
<td>Knows strategies for career development program planning, organization, implementation, administration, and evaluation (items 51-60)</td>
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<tr>
<th>Core 2.F.4.g</th>
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<tbody>
<tr>
<td>Understands strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (items 61-70)</td>
<td></td>
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<tr>
<th>Core 2.F.4.h</th>
<th></th>
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<tbody>
<tr>
<td>Understands strategies for facilitating client skill development for career, educational, and life-work planning and management (items 71-80)</td>
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<thead>
<tr>
<th>Core 2.F.4.i</th>
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<tbody>
<tr>
<td>Knows methods of identifying and using assessment tools and techniques relevant to career planning and decision making (items 81-90)</td>
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<tr>
<th>Core 2.F.4.j</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Understands ethical and culturally relevant strategies for addressing career development (items 91-100)</td>
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</tbody>
</table>
Syllabus Agreement & Student Information Form
By signing below, I acknowledge that I have read and understand all assignments and requirements within this syllabus for COUN 5470: Career Development (Fall 2021). I also understand that my final grade in this class will depend upon my ability to meet the academic, professional, and attendance requirements.

Signature                                                                                                             Date

Name (and preference):

Pronouns (e.g., he/him/his/they)

Is there anything that your instructor needs to know about you to help teach/support you more effectively?
## PRELIMINARY CLASS SCHEDULE

This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. Instructor reserves the right to modify course schedule to meet the clinical and academic needs of the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>CACREP</th>
<th>Readings and Due Assignments</th>
</tr>
</thead>
</table>
| Week 1 8/25 | • Course Orientation & Getting Acquainted  
• Intro to Career Counseling & Theory  
• Create work teams  
  [https://unt.myplan.com/](https://unt.myplan.com/) (License Code: MQ5HDHUD)  
| 2.F.4.a. | 2.F.4.b. | • Submit Syllabus Agreement and Student Information  
• Create your MyPlan.com & Vocopher account.  
• Niles Chapter 1  
• Niles Chapter 2 (pp. 53-63) |
| Week 2 9/1 | TRAIT AND TYPE THEORIES:  
• Holland’s Theory of Types  
• Parsons’ Career Theory | 2.F.4.a. | • Niles Chapter 1  
• Niles Chapter 2 (pp. 53-63)  
**Due:** Under the assessment tab on MyPlan.com, complete the interest inventory. Bring a copy of your results or have access during class. |
| Week 3 9/8 | TRAIT AND TYPE THEORIES:  
• Myers-Briggs Type Theory  
• Exploring skills, values, and personality | 2.F.4.a. | • Read Kennedy & Kennedy (2004)  
**Due:** Under the assessment tab on MyPlan.com, complete the skills, values, and personality inventories. Bring a copy of your results or have access during class.  
| Week 4 9/15 | LIFE-SPAN THEORIES:  
• Career Development Planning from Early Childhood to End of Life: Applying Super’s Life Span Career Model | 2.F.4.a. | • Niles Chapter 2 (Super pp. 34-48)  
• Read Okocha (2001)-  
**Due:** Complete Adult Career Concerns Inventory (ACCI) on [http://vocopher.com/](http://vocopher.com/)  
Bring a copy of your results or have access during class. |
| Week 5 9/22 | SPECIAL FOCUS THEORIES  
• Understanding and Applying Emerging Theories of Career Development | 2.F.4.a. | • Niles Chapter 2;  
  o Roe pp. 48-49  
  o Krumboltz pp. 63-69;  
• Niles Chapter 3;  
  o Social Cognitive pp. 71-78 and Gibbons & Shoffner (2004)- article also on Canvas  
  o CIP pp. 78-84  
  o ILP pp. 86-88  
| Week 6 9/29 | NARRATIVE AND CONSTRUCTIVIST APPROACHES:  
• Intro to Career Construction Theory  
• Utilizing Narrative and Constructive Strategies to | 2.F.4.a. | • Niles Chapter 3 Post-modern approaches pp. 88-92)  
• Read Narrative Career Counseling  
• Read documents and articles under CCI folder on Canvas  
  o Career Construction Manual, Chapter 3 via [CCI Manual](https://unt.myplan.com/)  
  o Case of Frank via [Frank & CCI](http://vocopher.com/)  |
<table>
<thead>
<tr>
<th>Week 7 10/6</th>
<th>NARRATIVE AND CONSTRUCTIVIST APPROACHES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conducting a Career Counseling Intake Interview and Assessment</td>
<td></td>
</tr>
<tr>
<td>• Career Construction Interview (CCI)</td>
<td></td>
</tr>
<tr>
<td>2.F.4.a.</td>
<td>• Read documents and articles under CCI folder on Canvas</td>
</tr>
<tr>
<td></td>
<td>o Career Construction Manual, Chapter 4 via CCI Manual</td>
</tr>
<tr>
<td></td>
<td>o Career Construction Interview Questions-bring a copy to class</td>
</tr>
<tr>
<td></td>
<td>o CCI-Worksheet-bring a copy to class</td>
</tr>
<tr>
<td></td>
<td>o Life Portrait Template-bring a copy to class</td>
</tr>
<tr>
<td></td>
<td>• CCI Video Demonstration &amp; In-Class Practice of Session 1</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Week 8 10/13</th>
<th>NARRATIVE AND CONSTRUCTIVIST APPROACHES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developing and Implementing Career Counseling/Treatment Goals</td>
<td></td>
</tr>
<tr>
<td>• Career Construction Interview (Part 2) and Life Portrait</td>
<td></td>
</tr>
<tr>
<td>Career Theory Reflection &amp; Cover Letter/Resume Draft due in 2 weeks</td>
<td></td>
</tr>
<tr>
<td>2.F.4.a. 2.F.4.i. 2.F.7.i</td>
<td>• Read documents and articles under CCI folder on Canvas</td>
</tr>
<tr>
<td></td>
<td>o Savickas’ Personal Writings</td>
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<tr>
<td></td>
<td>o The role of Narrative in Career Construction</td>
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<td></td>
<td>• CCI Video Demonstration &amp; Class Practice of Session #2</td>
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<thead>
<tr>
<th>Week 9 10/20</th>
<th>• Child and Adolescent Career Construction Interview (CACCI)</th>
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<tbody>
<tr>
<td>• Special Topics</td>
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<tr>
<td>Career Portfolio due in 2 weeks</td>
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<tr>
<td>2.F.4.a.</td>
<td>• Read CACCI Intervention Protocol</td>
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</tbody>
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<thead>
<tr>
<th>Week 10 10/27</th>
<th>• Resume, Cover Letter, Networking, and the Interview Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.4.c.</td>
<td>Due: Career Theory Reflection</td>
</tr>
<tr>
<td>Due: Bring a Hard Copy Draft or Have Access to Your Cover Letter and Resume for Peer Exchange</td>
<td></td>
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<table>
<thead>
<tr>
<th>Week 11 11/3</th>
<th>• Ethical Considerations for Conducting Culturally Competent Career Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Career Counseling and Development with Diverse Populations</td>
<td></td>
</tr>
<tr>
<td>CCI Counseling Sessions &amp; Case Conceptualization on Canvas due in 2 weeks</td>
<td></td>
</tr>
<tr>
<td>2.F.2.a. 2.F.2.d. 2.F.4.g 2.F.4.j</td>
<td>• Niles Chapters 4 &amp; 15</td>
</tr>
<tr>
<td>• Day-Vines et al. (2007)- See Canvas</td>
<td></td>
</tr>
<tr>
<td>Due: Submit Career Portfolio on Canvas</td>
<td></td>
</tr>
</tbody>
</table>
| Week 12 11/10 | ASSESSMENTS & CAREER PLANNING  
• Career Assessment, Testing, and Evaluation (formal & informal measures)  
Using Technology to Provide Career Information and Resources | 2.F.2.a.  
2.F.2.d.  
2.F.4.g;  
2.F.4.j | • Niles Chapters 5-7  
• Read Sangganjanavanich & Magnuson (2018) |
| --- | --- | --- | --- |
| Week 13 11/17 | • Special Topics in Career Counseling | 2.F.4.c.  
2.F.4.i.  
2.F.4.b  
2.F.4.e | Due: Submit Career Counseling Sessions & Case Conceptualization on Canvas |
| Week 14 11/24 | • No in-class meeting: Outside class time allotted to meet with group in preparation and organization for in-class group project  
**CCCE questions due in 2 weeks** | 2.F.2.a.  
2.F.2.d.  
2.F.4.g;  
2.F.4.j | |
| Week 15 12/1 | • Career Development Interventions and Planning for Schools, Agencies, Private Practices, and Community Settings  
• Designing and Implementing Career Development Programs and Services: Primary and Secondary Schools, Higher Education, and Community Settings  
• In-class group assignment | 2.F.3.h.  
2.F.4.f  
2.F.4.i | • Niles Chapters 10-15 (specific chapters will be assigned per group)  
• Due: In-class group assignment (details will be provided in class)  
• Due: SPOT evaluations |
| Week 16 12/8 | Finals Week: No class meeting **unless** required for completion of course objectives | 2.F.4.a.  
2.F.4.b.  
2.F.4.c.  
2.F.4.d.  
2.F.4.e.  
2.F.4.f.  
2.F.4.g.  
2.F.4.h.  
2.F.4.i. | Due: Submit Comprehensive Career Counseling Evaluation(CCCE) on Canvas AND Foliotek-each group member will submit a copy |
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<tr>
<th></th>
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<th>2.F.4.j.</th>
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