ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
BRYN MAWR, PA 19010

<u>**Course Title:**</u>	**Career and Lifestyle Counseling**
<u>Course Number</u>:	CNS-6070
<u>Course Date</u>:	Fall 2022
<u>Course Meeting Times</u>:	Tuesdays, 7:30 P.M. - 9:30 P.M.; plus 30 minutes of asynchronous time weekly
<u>Course Location</u>:	Sharon Latchaw Hirsh Community Center Smart Classroom (219)
	Zoom –
<u>Course Designation</u>:	Level II Course (Required for Clinical Mental Health Counseling Program & School Counseling Program)
<u>Semester Hours</u>:	3
<u>Prerequisites</u>:	Level I Courses <u>Limitation on Enrollment</u>: 20

Instructor:	George Wilson, Ph.D.
Email:	george.wilson@rosemont.edu
Phone:	Cell: 267.357.3613
Office Hours:	

Course Description: This course examines theories of career choice and cultural and social influences on the world of work across the lifespan. Students will review career decision-making problem-solving strategies, gender stereotyping, occupational information resources, academic

preparation, and lifework planning. Vocational counseling sessions will be practiced for study and analysis during class.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I.   **Student Learning Outcomes**

Upon completion of this course, students will be able to:

A. Demonstrate an understanding of the theories and models of career counseling and career decision-making.

B. Attend to the systemic interactions included but not limited to work, mental well-being, and other life roles and factors within individual and group counseling settings.

C. Understand the processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems.

D. Incorporate ethically and culturally effective counseling skills and techniques to address career developmental needs.

E. Apply strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.

F. Utilize strategies to research and develop career programs, across the lifespan, including program planning, organization, administration, and evaluation.

G. Implement strategies to advocate for career and educational development and connect these insights to employment information for multicultural populations in a global economy.

II.   **Course Content**

A.   Introduction, philosophy, and rationale of career theories and counseling

a.   Definition of career and lifestyle counseling

b.   Goals and purposes of career and lifestyle counseling

c.   Philosophical bases

d.   Ethical standards and legal issues

B.   Assessment

a.   Understanding Assessment in Career and Lifestyle Counseling and Assessment Inventories

i.   Strong Interest Inventory

ii.   Myers-Briggs

   iii. Life Values Inventory

   iv. Campbell Interest Inventory

C. Theories and models of career and lifestyle counseling

  a. Trait and Type Theories

   i. Trait and Factor Theory

   ii. Work Adjustment Theory

   iii. John Holland Typology

   iv. Myers-Briggs Type Theory

  b. Life Span Theories

   i. Donald Super's Life Span-Life Space

   ii. Linda Gottfredson's Circumscription and Compromise

   iii. Hobson & Adams Life Transitions

   iv. Nancy Schlossberg 4 S's

  c. Special Focus Theories

   i. Krumboltz's Social Learning Theory

   ii. Social Cognitive Career Theory

   iii. Relational Approaches

   iv. Savickas' Constructivism

D. Ethical standards and legal issues

  a. Glass ceiling

  b. Sexual harassment

  c. Wage disparity

  d. Workplace inequality

  e. Ageism

  f. ADA accomodations

III. **<u>Methods of Instruction</u>**

A. Lecture and Classroom Instruction

B. Assigned Readings

C. Audio-Visual Presentations

D. Guest Speakers

E. Peer Processing

F. Case Studies

G. Discussion Forums

IV. <u>Methods of Assessment</u>

Assessment	Points	Weeks Due
A.) Synchronous Class Participation and Weekly Quizzes	10-Points	Weekly, and weeks 4 - 13
B.) Asynchronous Class Participation and Career Assessments	15-Points	Weekly
C.) Journal Article Critique	15-Points	Week 5
D.) Professional Interview	15-Points	Week 8
E.) Peer Career Assessment Critique	25-Points	Week 13
F.) Final Exam	20-Points	Week 14
Total	**100-Points**	

A. **Synchronous Class Participation and Weekly Quizzes:** Attendance and appropriate participation are required as part of professional responsibilities. Students are expected to demonstrate(a) the professional dispositions of the Graduate Counseling program, (b) engage in ethical behavior as defined by the American Counseling Association *Code of Ethics*, and (c) Rosemont's Academic Integrity policy. Students are responsible for coming to class prepared to discuss readings, make positive contributions to class discussions/activities, and be respectful of others. Below professional expectations may result in a 5% grade reduction and significantly below may result in a 10% reduction and a dispositions discussion with your academic advisor. Grades in this area will be determined by:

- Prompt arrival to class and regular attendance. Absences should be discussed in advance with the instructor.
- Engagement in discussions and class activities. Contributions reflect careful preparation for class and space for other students to participate.
- Being attentive and respectful towards others when not contributing directly.
- Demonstration of ethical integrity and adherence to the ACA Code of Ethics.
- No concerns regarding academic integrity.
- For hybrid courses: students may only utilize the Zoom link if they are on the opposite campus of the professor.

5-Questions will be posed at the start of each class session (Weeks 4-13). Each student will respond to all questions as a means to determine whether students are reviewing the assigned readings and comprehending the material.

Total Points: 10-Points

B. **Asynchronous Class Participation and Career Assessment:** Each week, students will respond to selected exercises/questions at the conclusion of some chapters in the textbook to develop a deeper understanding on their perspective of the material being learned. Students will post their responses into the corresponding week's discussion post on Canvas. In addition, students will complete 3 career inventories during the first two weeks of the course. This assignment will provide you an opportunity to experience the administration of a career inventory in addition to interpreting the results prior to assessing a client in the future. Please complete the following:

    a. Strong Interest Inventory (SII): https://www.truity.com/test/holland-code-career-test

    b. Myers-Briggs Type Inventory (MBTI): https://www.truity.com/test/type-finder-research-edition

    c. Life Values Inventory: http://www.lifevaluesinventory.org/

    d. Campbell Interest Inventory (Not Required): https://www.profiler.com/cgi-bin/ciss/moreform.pl?client=ncs&page=intro&referrer=assessmentssite.htm

Total Points: 15-Points

Student Learning Outcomes: A, C, D, E

C. **Journal Article Reflection:** Students will do the following:

(1.) Identify and read a current article within a reputable business magazine, i.e. Business Week, Money, Fortune, Forbes etc.

(2.) Access an article from the Journal of Career Development (JCD) through the library database and connect the reading from the JCD to the business magazine article.

(3.) Write a 2-page reflection of the articles that includes:

    (a.) Summary of both articles

    (b.) Relate current event article to JCD article

    (c.) Implications for clinical mental health counselors

    (d.) Appropriate APA Formatting

(4.) Post the reflection to a discussion forum

Total Points: 15-Points

Student Learning Outcomes: B, C, F, G

D. <mark>**Professional Interview:**</mark> Groups of 2-3 students will identify a resource that connects with career counseling, i.e. job placement services, human resource personnel, job coaches, and recruitment agents. Students will develop a list of questions during class time that reviews the interviewee's career path to their current professional position and future career plans and goals. Students will summarize their findings within brief oral presentation in class.

> **Total Points**: 15-Points
>
> <mark>**Student Learning Outcomes**</mark>: B, C, F, G

E. <mark>**Peer Career Assessment Critique:**</mark>   Choose a partner from the class and act as if you (the counselor) have administered the three assessments used in the class (Assignment B – Career Assessments: Strong Interest Inventory, Myers-Briggs Type Inventory, and Life Values Inventory). You and your partner will share your assessment results for review and analysis so that you may present a summary of the results. Prior to the review and analysis of these assessments, you will need to interview your client to understand career goals and responsibilities outside of a future career. You are encouraged to make connections between the results of the assessments with the theories, models, and key concepts of career development reviewed in the class. This assignment will encompass the following:

(1) General summary of the results from each of the 3 assessments as well as the goals your peer has for a future career.

(2) Interpretations of the results from each of the 3 assessments in which you provide a synopsis of themes and ideas across the three forms of assessment. Be sure to attend to the content of each assessment, i.e., interests, typology, and values.

(3) Personal perspective of your classmate on the results of the 3 assessments: Include quotes from your classmate to emphasize your findings on how they agreed / disagreed with the conclusions of the assessment and how you addressed possible concerns your peer communicated regarding your synopsis.

(4) Discussion on how the results fit or do not fit your classmate's perspective. If the results do not fit, please elaborate on how they did not fit.

(5) Multicultural considerations (gender, race, ethnicity, disability status) that have impacted the results with an explanation how each consideration has potential impacted the results.

(6) Potential counseling interventions that will assist your classmate in identifying a clear path to future success.

(7) Labor market information on potential professional areas of interest:

https://www.onetonline.org/ that could be explored by your peer in connection with the outcomes of the assessment.

(8) APA Formatting citing models, concepts, and ideas throughout the assignment

Total Points: 25-Points

Student Learning Outcomes: A, B, C, D, E, G

F. **Final Exam**: Students will complete a final comprehensive examination on Canvas that is timed and to be completed at the conclusion of the semester.

Student Learning Outcomes: A - G

Total Points: 20-Points

V.   **Final Grade Scale**

Note: All students in the Graduate Counseling Program MUST receive a grade of **"B" or higher.** If a student fails to do so, **he or she must repeat the course before continuing in the program.**

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

SGPS Academic Catalog

Graduate Counseling Student Handbook

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in

which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question.

At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments*:* Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns*:* Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont "snow number" is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Camplus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at https://rosemont.instructure.com/login/canvas. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2018-2019 Graduate Academic Calendar:

https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf

VI.   Required Textbook and Equipment

Sharf, R. S. (2014) Applying career development theory to counseling (6th ed.). Pacific

Grove, CA: Brooks/Cole Publishing Company.

VII.   Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 08/30/2022	Course Overview Goals and Expectations **Chapter 1: Introduction to Career Development** **Chapter 3: Occupations: Information and Theory**	**Assignment D & E: Group Members & Dates**
Week 2: /2022	**Chapter 2: Trait & Factory Theory** **Chapter 4: Work Adjustment Theory**	
Week 3: /2022	**Chapter 6: Myers-Briggs Type Theory**	**Assignment B (Career Assessments)**
Week 4: /2022	Peer Career Assessment Critique Planning **Chapter 5: Holland's Typology**	

Week 5: /2022	Childhood Career Development **Chapter 7: Super's Life-Span Theory**	**Assignment C (Journal Article Critique)**
Week 6: 2022	Career Development Group Project Planning **Chapter 8: Adolescent Career Development** **Chapter 9: Late Adolescence & Adult Career Development**	
Week 7: /2022	**Chapter 10: Adult Career Crises & Transitions**	**8 and 9 Review**
10/18/2022	**FALL BREAK – No Class!**	
Week 8: /2022		**Assignment D (Professional Interview)** **Career Services Visit**
Week 9: /2022	**Chapter 11: Constructivist and Narrative Approaches to Career Counseling** **Chapter 13: Krumboltz's Social Learning Theory**	
Week 10: /2022	**Chapter 14: Social Cognitive Career Theory**	
Week 11: /2022	**Chapter 15: Career Decision Making Approaches**	
Week 12: /2022	**Chapter 12: Relational Approaches in Career Development**	
Week 13: /2022		**Assignment E (Peer Career Assessment Critique)**
Week 14: 12/06/2022		**Assignment F (Final Exam)**

VIII.   Bibliography

A. Print Resources

Atli, A. (2016). The effects of trait-factor theory based career counseling sessions on the levels

of career maturity and indecisions of high school students. *Universal Journal of Educational Research, 4*(8), 1837-1847.

Blustein, D. L. (2011). A relational theory of working. *Journal of Vocational Behavior, 79*(1), 1-17. doi:10.1016/j.jvb.2010.10.004.

Chauvin, I., Miller, M, J., Godfrey, E. L., & Thomas, D. (2010). Relationship between Holland's vocational typology and Myers-Briggs' types: Implications for career counselors. *Psychology Journal, 7*(2), 61-66.

Cheung, F. M., Wan, S. L. Y., Fan, W., Leong, F., & Mok, P. C. H. (2013). Collective contributions to career efficacy in adolescents: A cross-cultural study. *Journal of Vocational Behavior, 83*(3), 237-244. doi:10.1016/j.jvb.2013.05.004.

Datti, P. A. (2009). Applying social learning theory to career decision making to gay, lesbian, bisexual, transgender, and questioning young adults. *Career Development Quarterly, 58*(1), 54-64.

Foley, P. F., & Lytle, M. C. (2015). Social cognitive theory, the theory of work adjustment, and work satisfaction of retirement-age adults. *Journal of Career Development, 42*(3), 199-214. doi:10.1177/0894845314553270.

Gati, I., Landman, S., Davidovitch, S., Asulin-Peretz, L., & Gadassi, R. (2010). From career decision-making styles to career-decision making profiles: A multidimensional approach. *Journal of Vocational Behavior, 76*(2), 277-291. doi:10.1016/j.jvb.2009.11.001.

Guan, Y., Guo, Y., Bond, M. H., Cai, Z., Zhou, X., Xu, J.; Zhu, F., Wang, Z., Fu, R., Liu, S., Wang, Y., Hu, T., & Ye, L. (2014). New job market entrants' future work self, career adaptability, and job search outcomes: Examining mediating and moderating models. *Journal of Vocational Behavior, 85*(1), 136-145. doi:10.1016/j.jvb.2014.05.003.

Lorenz, D. C. (2011). A proposed integrative model for enhanced career development for young adults with disabilities. *Adultspan Journal, 10*(1), 24-33.

Murphy, K. A., Blustein, D. L., Bohlig, A. J., & Platt, M. G. (2010). The college-to-career transition: An exploration of emerging adulthood. *Journal of Counseling & Development, 88*(2), 174-181.

Rashid, G. J., & Duys, D. K. (2015). Counselor cognitive complexity: Correlating and comparing the Myers-Briggs type indicator with the role category questionnaire. *Journal of Employment Counseling, 52*(2), 77-86. Doi:10.1002/joec.12006.

Sheu, H., Lent, R. W., Brown, S. D., Miller, M. J., Hennessy, K. D., & Duffy, R. D. (2010). Testing the choice model of social cognitive career theory across Holland themes: A

meta-analytic path analysis. *Journal of Vocational Behavior*, *76*(2), 252-264.

doi:10.1016/j.jvb.2009.10.015.

Sterner, W. R. (2012). Integrating existentialism and Super's life-span, life-space approach.

Career Development Quarterly, 60(2), 152-162.

B. Websites

American Counseling Association: http://www.counseling.org

American Mental Health Counselors Association: http://www.amhca.org/home

Chi Sigma Iota (national honorary society for students in Counselor Education

programs): http://www.csi-net.org

Mental Health Counseling Association http://www.mhca.org

National Board of Certified Counselors (NBCC): www.nbcc.org

National Career Development Association (NCDA):

https://www.ncda.org/aws/NCDA/pt/sp/home_page

O*NET Online: https://www.onetonline.org/

Pennsylvania Counseling Association:

http://www.pacounseling.org/aws/PACA/pt/sp/home_page

SAMSHA: https://www.samhsa.gov/

IX.   CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation **(1b. Professional Counseling Orientation and Ethical Practice).**	Asynchronous Class Participation and Career Assessments, Professional Interview, & Peer Career Assessment Critique	**(B) (D) (E) (F) (G)**
The role and process of the professional counselor advocating on behalf of the profession **(1d. Professional Counseling**	Journal Article Critique & Professional	**(B) (G)**

Orientation and Ethical Practice).	Interview	
Current labor market information relevant to opportunities for practice within the counseling profession (**1h. Professional Counseling Orientation and Ethical Practice**).	Professional Interview & Peer Career Assessment Critique	**(C) (G)**
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (**2a. Social and Cultural Diversity).**	Peer Career Assessment Critique	**(A) (B) (D) (G)**
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (**2d. Social and Cultural Diversity).**	Synchronous Class Participation and Weekly Quizzes, Peer Career Assessment Critique, & Final Exam	**(B) (D) (G)**
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (**2h. Social and Cultural Diversity**).	Synchronous Class Participation and Weekly Quizzes & Final Exam	**(B) (C) (D) (G)**
Systemic and environmental factors that affect human development, functioning, and behavior (**3f. Human Growth and Development).**	Synchronous Class Participation and Weekly Quizzes & Peer Career Assessment Critique	**(A) (B) (D)**
Theories and models of career development, counseling, and decision making (**4a. Career Development).**	Synchronous Class Participation and Weekly Quizzes, Peer Career Assessment Critique, & Final Exam	**(A)**
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (**4b. Career Development).**	Synchronous Class Participation and Weekly Quizzes, Peer Career Assessment Critique, & Final Exam	**(A) (B)**
Processes for identifying and using career, avocational, educational, occupational, and labor market information resources,	Asynchronous Class Participation	**(C) (D)**

	and Career Assessments & Peer Career	
technology, and information systems **(4c. Career Development).**	Assessment Critique	
Approaches for assessing the conditions of the work environment on clients' life experiences **(4d. Career Development).**	Asynchronous Class Participation and Career Assessments, & Peer Career Assessment Critique	**(A) (B) (D) (E)**
Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development **(4e. Career Development).**	Synchronous Class Participation and Weekly Quizzes, Asynchronous Class Participation and Career Assessments, Peer Career Assessment Critique, & Final Exam	**(A) (C) (D) (E)**
Strategies for career development program planning, organization, implementation, administration, and evaluation **(4f. Career Development).**	Journal Article Critique	**(C) (D) (F)**
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy **(4g. Career Development).**	Synchronous Class Participation and Weekly Quizzes, Peer Career Assessment Critique, & Final Exam	**(C) (D) (G)**
Strategies for facilitating client skills development for career, educational, and life-work planning and management **(4h. Career Development).**	Peer Career Assessment Critique	**(C) (D)**
Methods of identifying and using assessment tools and techniques relevant to career planning and decision making **(4i. Career Development).**	Synchronous Class Participation and Weekly Quizzes, Asynchronous Class Participation and Career Assessments, & Peer Career Assessment Critique	**(A) (C) (D) (E)**

Ethical and culturally relevant strategies for addressing career development (**4j. Career Development).**	Synchronous Class Participation and Weekly Quizzes & Journal Article Critique	**(C) (D) (G)**
Theories and models of counseling (**5a. Counseling and Helping Relationships).**	Synchronous Class Participation and Weekly Quizzes & Final Exam	**(A) (D)**
A systems approach to conceptualizing clients (**5b. Counseling and Helping Relationships).**	Synchronous Class Participation and Weekly Quizzes & Peer Career Assessment Critique	**(A) (B)**
Counselor characteristics and behaviors that influence the counseling process (**5f. Counseling and Helping Relationships).**	Synchronous Class Participation and Weekly Quizzes & Professional Interview	**(D)**
Developmentally relevant counseling treatment or intervention plans (**5h. Counseling and Helping Relationships).**	Journal Article Critique & Peer Career Assessment Critique	**(A) (C)**
Development of measureable outcomes for clients (**5i. Counseling and Helping Relationships).**	Peer Career Assessment Critique	**(D)**
Evidenced-based counseling strategies and techniques for prevention or intervention plans (**5j. Counseling and Helping Relationships).**	Synchronous Class Participation and Weekly Quizzes, Journal Article Critique, & Final Exam	**(A) (D) (F)**
Types of groups and other considerations that affect conducting groups in various settings (**6f. Group Counseling and Group Work).**	Peer Career Assessment Critique	**(B)**

Use of assessments for diagnostic and intervention planning purposes (**7e. Assessment and Testing**).	Synchronous Class Participation and Weekly Quizzes, Asynchronous Class Participation and Career Assessments, & Peer Career Assessment Critique	**(A) (E)**
Use of assessments relevant to academic/educational, career, personal, and social development (**7i. Assessment and Testing**).	Asynchronous Class Participation and Career Assessments & Peer Career Assessment Critique	**(A) (E)**
Use of symptom checklists, and personality and psychological testing (**7k. Assessment and Testing**).	Asynchronous Class Participation and Career Assessments, & Peer Career	**(A) (E)**
	Assessment Critique	
Needs assessments (**8c. Research and Evaluation**).	Asynchronous Class Participation and Career Assessments, Peer Career Assessment Critique, & Final Exam	**(A) (E)**
Evaluation of counseling interventions and programs (**8e. Research and Evaluation**).	Attendance & Journal Article Critique	**(F)**
Analysis and use of data in counseling (**8i. Research and Evaluation**).	Asynchronous Class Participation and Career Assessment & Peer Career Assessment Critique	**(E) (F)**
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (**8j. Research and Evaluation**).	Peer Career Assessment Critique	**(C) (E) (F)**

CACREP Specialty Standards (Clinical Mental Health Counseling)	Assessment	Student Learning Outcome
1. Foundations		
B. Theories and models related to clinical mental health counseling	Synchronous Class Participation and Weekly Quizzes & Final Exam	**(A)**
E. Psychological tests and assessments specific to clinical mental health counseling	Asynchronous Class Participation and Career Assessments & Peer Career Assessment Critique	**(A) (E)**
2. Contextual Dimensions		
A. Roles and settings of clinical mental health counselors	Synchronous Class Participation and Weekly Quizzes, Professional Interview, & Peer Career Assessment Critique	**(B) (E) (F) (G)**
J. Cultural factors relevant to clinical mental health counseling	Synchronous Class Participation and Weekly Quizzes, Peer Career Assessment Critique, & Final Exam	**(B) (G)**
L. Legal and ethical considerations specific to clinical mental health counseling	Synchronous Class Participation and Weekly Quizzes, Peer Career Assessment Critique, & Final Exam	**(A) (C) (D)**
3. Practice		
E. Strategies to advocate for persons with mental health issues	Asynchronous Class Participation and Career Assessments, & Peer Career Assessment Critique	**(A) (C) (D) (G)**

CACREP Specialty Standards (School Counseling)	Assessment	Student Learning Outcome
1. Foundations		

E. Assessments specific to P-12 education	Asynchronous Class Participation and Career Assessment, Peer Career Assessment Critique, & Final Exam	(E) (F)
2. Contextual Dimensions		
A. School counselor roles as leaders, advocates, and systems change agents in P-12 schools	Asynchronous Class Participation and Career Assessments, Professional Interview, Journal Article Critique & Peer Career Assessment Critique	(E) (F) (G)
C. School counselor roles in relation to college and career readiness	Asynchronous Class Participation and Career Assessments, Professional Interview, Journal Article Critique & Peer Career Assessment Critique	(E) (F) (G)
3. Practice		
E. Use of developmentally appropriate career counseling interventions and assessments	Peer Career Assessment Critique	(A) (C) (D) (E)
G. Strategies to facilitate school and postsecondary transitions	Asynchronous Class Participation and Career Assessments, Journal Article Critique, & Professional Interview	(A) (C) (D)

I. Approaches to increase promotion and graduation rates	Asynchronous Class Participation and Career Assessments, Professional Interview, & Peer Career Assessment Critique	**(A) (C) (D)**
J. Interventions to promote college and career readiness	Asynchronous Class Participation and Career Assessments, Professional Interview, & Peer Career Assessment Critique	**(A) (C) (D)**
K. Strategies to promote equity in student achievement and college access	Asynchronous Class Participation and Career Assessments, Professional Interview, & Peer Career Assessment Critique	**(A) (C) (D) (G)**

Key Performance Indicator Rubric
Assignment: Peer Career Assessment Critique (Assignment E)
Due – 12/02/2021
Key Core Content Area Assessment: Key Performance Indicator Standards are underlined.

Key Core Content Area: Career Development	
A. Theories and models of career development, counseling, and decision making * How were career models and theories incorporated into the evaluation?	/ 2.00
B. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors * How is work-life balance and interpersonal skills incorporated into the evaluation in relation to the peer's career goals	/ 2.00
C. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems * How is labor market information communicated in relation to the peer's career goals and aspirations?	/ 2.00
D. Approaches for assessing the conditions of the work environment on clients' life experiences * How is work environment incorporated into the evaluation in relation to the peer's interests and abilities?	/ 2.00

Clinical Mental Health Counseling Specialty Area Standards	
a. Foundations: Evidenced-Based Assessments and Strategies. * What evidenced-based forms of assessment are incorporated into the evaluation?	/ 1.00
b. Contextual Dimensions: Individual and Group Treatment Modalities. Use of diagnostic texts (DSM, ICD) for assessment and evaluation. * How was the peer engaged in the career counseling process? Were there any techniques included within the intervention plan that address other assessments or counseling modalities?	/ 1.00
c. Practice: Evidenced-Based Interventions and Activities. * What evidenced-based interventions are incorporated into the career evaluation to ensure your clients is receiving the best form of treatment?	/ 1.00
Totals	**/ 25.00**
E. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development * Discussion on assessments reviewed within the evaluation.	/ 2.00
F. Strategies for career development program planning, organization, implementation, administration, and evaluation * How did the individual address peer concerns or thoughts about the assessment outcomes and how were they included within the intervention section?	/ 2.00
G. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy * How were multicultural considerations reflected within the evaluation?	/ 3.00
H. Strategies for facilitating client skill development for career, educational, and life-work planning and management * How did the intervention section address skill development that matched the peer's goals and aspirations?	/ 3.00
I. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making * Discussion on the purpose and intention of each assessment tool reviewed within the evaluation.	/ 2.00
J. Ethical and culturally relevant strategies for addressing career development * What ethical considerations were addressed and/or encountered during the evaluation?	/ 2.00

Note: Final Totals Continues on Page # 2.

---   **OR**   ---

School Counseling Specialty Area Standards

a. Foundations: Assessments specific to P-12 Education * What evidenced-based forms of assessment are incorporated into the evaluation?	/ 1.00
b. Contextual Dimensions: School counselor roles in connection with those inside and outside of school system. Awareness of at-risk characteristics and behaviors for students. * How was the peer engaged in the career counseling process? What multicultural considerations were included within the evaluation?	/ 1.00
c. Practice: Interventions that promote collaboration and communication across constituents in the school system. * What intervention techniques were included to connect the individual with other resources?	/ 1.00
Totals	**/ 25.00**

Key Performance Indicator Standards Assessment (Knowledge-Based versus Skills-Based): (KB) – Knowledge-Based Key Performance Indicator; (SB) = Skills-Based Key Performance Indicator

Career Development	
Knowledge-Based (KB) Key Performance Indicator	Skills-Based (SB) Key Performance Indicator
	Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy _____ / 3.00
	Strategies for facilitating client skill development for career, educational, and life-work planning and management _____ / 3.00

Clinical Mental Health Counseling Specialty Area Standards	
Knowledge-Based (KB) Key Performance Indicator	Skills-Based (SB) Key Performance Indicator
Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00	Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.50	
Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50	
/ 2.00	**/ 7.00**

-- **OR** --

School Counseling Specialty Area Standards	
Knowledge-Based (KB) Key Performance Indicator	Skills-Based (SB) Key Performance Indicator

Assessments specific to P-12 Education _____ / 1.00	Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.50
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.50	Techniques to foster collaboration and teamwork within schools _____ / 0.50
Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50	
/ 5.00	**/ 4.00**

Program Objectives Assessment (Core Content Area):

-- **OR** --

Career Development & Clinical Mental Health Counseling Specialty Area		
Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.		
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks		**Total** **/ 0.25**
Program Objective # 4: Apply developmental practices to highlight the career and lifestyle needs of evolving populations within an ever-changing sociological framework.		
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy _____ / 3.00	Strategies for facilitating client skill development for career, educational, and life-work planning and management _____ / 3.00	**Total** **/ 6.00**
Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.		
Techniques and interventions for prevention and treatment of a broad range of mental health issues _____ / 1.00		**Total** **/ 1.00**
Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.		
Psychological tests and assessments specific to clinical mental health counseling _____ / 1.00		**Total** **/ 1.00**
Program Objective # 7: Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.		
Diagnostic process, including differential diagnosis and the use of current diagnostic classifications systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) _____ / 0.50		**Total** **/ 0.50**
Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.		
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks _____ / 0.25		**Total** **/ 0.25**
areer Development & School Counseling Specialty Area		
Program Objective # 1: Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.		

	Total
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25	**/ 0.25**
Program Objective # 2: Communicate the importance of advocacy and social justice with an awareness of the multicultural issues influencing various populations to promote greater equity within the community.	
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25	**Total** **/ 0.25**
Program Objective # 3: Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.	
Characteristics, risk factors and warning signs of students at risk for mental health and behavior disorders _____ / 0.50	**Total** **/ 0.50**
Program Objective # 4: Apply developmental practices to highlight the career and lifestyle needs of evolving populations within an ever-changing sociological framework.	
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy _____ / 3.00	Strategies for facilitating client skill development for career, educational, and life-work planning and management _____ / 3.00	**Total** **/ 6.00**
Program Objective # 5: Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.	
Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement _____ / 0.25	**Total** **/ 0.25**
Program Objective # 6: Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.	
Assessments specific to P-12 Education _____ / 1.00	**Total** **/ 1.00**
Program Objective # 9: Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.	
School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies _____ / 0.25	Techniques to foster collaboration and teamwork within schools _____ / 0.25	**Total** **/ 0.50**
Program Objective # 10: Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.	
Techniques to foster collaboration and teamwork within schools _____ / 0.25	**Total** **/ 0.25**