



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
BRYN MAWR, PA 19010

Course Title: Career and Lifestyle Counseling
Course Number: CNS-6070
Course Date: Fall 2020
Course Meeting Times: Mondays, 5:15 P.M. – 7:15 P.M.
Course Location: Good Counsel Hall – Room 107
Course Designation: Level II Course (Required for Clinical Mental Health Counseling Program & School Counseling Program)
Semester Hours: 3
Prerequisites: Level I Courses
Limitation on Enrollment: 18

Instructor: Dr. Patrick Rowley, Ed.D., NCC
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Office Hours: T (2:00 P.M. – 5:00 P.M.);
W (2:00 P.M. – 5:00 P.M.)

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 accommodations

III. Methods of Instruction

- 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. **Methods of Assessment**

Assessment	Points
A.) Attendance Questions	10 X 1 = 10-Points
B.) Career Assessments	3 X 5 = 15-Points
C.) Journal Article Critique	15-Points
D.) Professional Interview	15-Points
E.) Peer Career Assessment Critique	25-Points
F.) Final Exam	20-Points
Total	100-Points

- A. **Attendance Questions:** 5-Questions will be posed at the start of each class session. Each student will respond to all questions as a means to determine whether students are reviewing the assigned readings and comprehending the material. Students will not be penalized for responding incorrectly to the questions. The questions will only function to track attendance as it applies to points towards your final grade.

Total Points: 10 X 1 = 10-Points

Student Learning Outcomes: A – G

- B. **Career Assessment:** 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:

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

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

(3) Life Values Inventory: <http://www.lifevaluesinventory.org/>

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

Total Points: 3 X 5 = 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. **Professional Interview:** 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

Student Learning Outcomes: B, C, F, G

E. **Peer Career Assessment Critique:** 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). You will borrow your classmate's assessment results to review

and analyze so that you can present a summary of the results. You're 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) Summary of the results from each of the 3 assessments
- (2) Interpretations of the results from each of the 3 assessments
- (3) Personal perspective of your classmate on the results of the 3 assessments: Include quotes from your classmate to emphasize your findings.
- (4) Discussion on how the results fit or do not fit your classmate's perspective. If the results do not fit, please provide an explanation.
- (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/>

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: 09/10/2018	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: 09/17/2018	Chapter 2: Trait & Factory Theory Chapter 4: Work Adjustment Theory	
Week 3: 09/24/2018	Chapter 6: Myers-Briggs Type Theory	Assignment B (Career Assessments)
Week 4: 10/01/2018	Peer Career Assessment Critique Planning Chapter 5: Holland’s Typology	

Week 5: 10/08/2018	Childhood Career Development Chapter 7: Super's Life-Span Theory	Assignment C (Journal Article Critique)
Week 6: 10/15/2018	Career Development Group Project Planning Chapter 8: Adolescent Career Development Chapter 9: Late Adolescence & Adult Career Development	
Week 7: 10/22/2018	Career Center: Dave Leibig @ 4:30 Chapter 10: Adult Career Crises & Transitions	
Week 8: 10/29/2018	Chapter 13: Krumboltz's Social Learning Theory	Assignment D (Professional Interview)
Week 9: 11/05/2018	Chapter 14: Social Cognitive Career Theory	
Week 10: 11/12/2018	Financial Advisor Certior Financial Group: Patrick Hansen Chapter 15: Career Decision Making Approaches	
Week 11: 11/19/2018	Chapter 12: Relational Approaches in Career Development	Assignment E (Peer Career Assessment Critique)
Week 12: 11/26/2018	Comcast Human Resources Representative: Alexandra Luceri @ 5:30 Chapter 11: Constructivist and Narrative Approaches to Career Counseling	
Week 13: 12/03/2018		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).	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).	Attendance, 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).	Attendance & Final Exam	(B) (C) (D) (G)
Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development).	Attendance & Peer Career Assessment Critique	(A) (B) (D)
Theories and models of career development, counseling, and decision making (4a. Career Development).	Attendance, 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).	Attendance, Peer Career Assessment Critique, & Final Exam	(A) (B)
Processes for identifying and using career, avocational, educational, occupational, and labor market information resources,	Career Assessments & Peer Career	(C) (D)

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).	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).	Attendance, 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).	Attendance, 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).	Attendance, Career Assessments, & Peer Career Assessment Critique	(A) (C) (D) (E)
Ethical and culturally relevant strategies for addressing career development (4j. Career Development).	Attendance & Journal Article Critique	(C) (D) (G)
Theories and models of counseling (5a. Counseling and Helping Relationships).	Attendance & Final Exam	(A) (D)

A systems approach to conceptualizing clients (5b. Counseling and Helping Relationships).	Attendance & Peer Career Assessment Critique	(A) (B)
Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships).	Attendance & 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 measurable 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).	Attendance, 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).	Attendance, Career Assessments, & Peer Career Assessment Critique	(A) (E)
Use of assessments relevant to academic/educational, career, personal, and social development (7i. Assessment and Testing).	Career Assessments & Peer Career Assessment Critique	(A) (E)
Use of symptom checklists, and personality and psychological testing (7k. Assessment and Testing).	Career Assessments, & Peer Career	(A) (E)

	Assessment Critique	
Needs assessments (8c. Research and Evaluation).	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).	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	Attendance & Final Exam	(A)
E. Psychological tests and assessments specific to clinical mental health counseling	Career Assessments & Peer Career Assessment Critique	(A) (E)
2. Contextual Dimensions		
A. Roles and settings of clinical mental health counselors	Attendance, Professional Interview, & Peer Career Assessment Critique	(B) (E) (F) (G)
J. Cultural factors relevant to clinical mental health counseling	Attendance, Peer Career Assessment Critique, & Final Exam	(B) (G)
L. Legal and ethical considerations specific to clinical mental health counseling	Attendance, Peer Career Assessment Critique, & Final Exam	(A) (C) (D)
3. Practice		
E. Strategies to advocate for persons with mental health issues	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	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	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	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	Career Assessments, Journal Article Critique, & Professional Interview	(A) (C) (D)
I. Approaches to increase promotion and graduation rates	Career Assessments, Professional Interview, & Peer Career Assessment Critique	(A) (C) (D)
J. Interventions to promote college and career readiness	Career Assessments, Professional Interview, & Peer Career Assessment Critique	(A) (C) (D)
K. Strategies to promote equity in student achievement and college access	Career Assessments, Professional Interview, & Peer Career Assessment Critique	(A) (C) (D) (G)

