



COUN 5223 –Career Development
Midwestern State University
Gordon T. & Ellen West College of Education
Semester Credits: 3

Contact Information

Professor: Sarah Kim, PhD, LPC (Formerly Sarah Long)

Semester: Fall 2024- 16 weeks

E-mail: sarah.kim@msutexas.edu

Office Hours: By Appointment

Optional Zoom: Every other Thursday, link will be in D2L

In this Syllabi you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 24 hours. Do not expect a response from me on Holidays and weekends. As professionals, it's important that we implement boundaries around home and work. Please ask your questions before the weekend.

***The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.**

COVID-19:

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to

wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

COURSE DESCRIPTION

Career counseling is the most requested counseling service. Within the schools, one of the primary functions of counselors is to facilitate the career development of students. Clients at agencies and private practices present with career concerns which are intertwined with personal issues. Knowledge of career theories and techniques is required by licensing and certification standards.

Prerequisites: COUN 5203 and admission to the counseling program or permission of the counseling program coordinator. Theories of career development, techniques of life-career planning, analysis of career, and educational trends.

COURSE RATIONALE

In this course students will gain knowledge including the theoretical and procedural aspects of effective career counseling and the nature of career development throughout the course of a lifetime.

REQUIRED TEXTBOOK

Hicks, Flamez, & Mayorga. (2021). *Career counseling: Theory practice and application*.
San Diego, CA: Cognella Academic Publishing.

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

Section 5C: 3.e. strategies to advocate for persons with mental health issues

Section 2: 1.a. history and philosophy of the counseling profession and its specialty areas

Section 2: 1.h. current labor market information relevant to opportunities for practice within the counseling profession

Section 2: 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling KPI

Section 2: 1.k. strategies for personal and professional self-evaluation and implications for practice KPI

Section 2: 2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

Section 2: 2.e. the effects of power and privilege for counselors and clients

Section 2: 2.g. the impact of spiritual beliefs on clients' and counselors' worldviews

Section 2: 2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Section 2: 3.a. theories of individual and family development across the lifespan

Section 2: 3.f. systemic and environmental factors that affect human development, functioning, and behavior KPI

Section 2: 3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Section 2: 4.a. theories and models of career development, counseling, and decision making KPI

Section 2: 4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

Section 2: 4.c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

Section 2: 4.d. approaches for assessing the conditions of the work environment on clients' life experiences

Section 2: 4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
Section 2: 4.f. strategies for career development program planning, organization, implementation, administration, and evaluation
Section 2: 4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
Section 2: 4.h. strategies for facilitating client skill development for career, educational, and life-work planning and management
Section 2: 4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making KPI
Section 2: 4.j. ethical and culturally relevant strategies for addressing career development
Section 2: 7.i. use of assessments relevant to academic/educational, career, personal, and social development
Section 5C: 1.e. psychological tests and assessments specific to clinical mental health counseling
Section 5C: 2.a. roles and settings of clinical mental health counselors
Section 5C: 2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
Section 5C: 2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
Section 5C: 2.l. legal and ethical considerations specific to clinical mental health counseling
Section 5C: 3.d. strategies for interfacing with integrated behavioral health care professionals

Learning Objectives

1. Students can articulate and apply career counseling theories.
2. Students can introduce and utilize career instruments to identify interests, values, life roles and describe personality style.
3. Students understand and adapt counseling to cross cultural differences and disabilities.
4. Students can create and deliver appropriate career education programs based on developmental needs.
5. Students integrate information in counseling including market information, occupational information and technology.
6. Students adhere to ethical standards to career counseling.

COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette:

It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Inclusivity:

It is my intent to present material and activities that are respectful. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of inclusivity in this course are encouraged and appreciated.

Confidentiality:

Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty:

Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.
- Usage of Artificial Intelligence (AI) software, this does not include editing tools of Word or Grammarly i.e., spell check or rewriting suggestions for clarity.

Statement of Disability:

Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes. If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance:

You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it.

Late Work:

All papers and assignments must be turned in the day they are due. ***No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered ***10% per day.** Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly

SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
Week 1	<ul style="list-style-type: none"> Syllabus Review Chapters 1-2 	<ul style="list-style-type: none"> Read Chapter 1-3 Discussion Board
Week 2	<ul style="list-style-type: none"> Chapters 4-6 	<ul style="list-style-type: none"> Read Chapters 4-6 Discussion Board
Week 3 KPI: 2.4b, 2.4h, 2.4i, and 2.7i.	<ul style="list-style-type: none"> Chapters 7-9 	<ul style="list-style-type: none"> Read Chapters 7-9 Discussion Board Career Identity Paper turn into D2L and the Tk20. Read Chapters 7-9
Week 4 2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.	<ul style="list-style-type: none"> Midterm Exam 10-11 	<ul style="list-style-type: none"> Midterm Exam covering Chapters 1-8 Discussion Read 10-11
Week 5 KPI: 2.1i, 2.2d, 2.2h, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4j, 5C.1e, 5C.2a, 5C.2l, and 5C.3d.	<ul style="list-style-type: none"> Chapters 12-13 Career Education Program 	<ul style="list-style-type: none"> Read Chapters 12-13 Discussion Board Career Education Program Turn into D2L and Tk20.
Week 6	<ul style="list-style-type: none"> Chapters 14-15 Thanksgiving Week- <i>Continue your Readings!!!</i> 	<ul style="list-style-type: none"> Nothing Due Read Chapters 14-15
Week 7 2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.	<ul style="list-style-type: none"> Final Exam Appendix E Chapters 9-15 on D2L 	<ul style="list-style-type: none"> Discussion Board Complete Final Exam covering Chapters 9-15.

Class Dates	Class Topics	Assignments/Reading
Week 8	<ul style="list-style-type: none"> Review Readings 	<ul style="list-style-type: none"> Discussion Board Review Readings

EVALUATION AND ASSIGNMENTS

**** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Assignments and Comments: (20 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Almost every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. Discussion boards close on Fridays and open on Saturdays for this course. Please mind the due dates, there is NO late work for discussion board posts. Follow directions to get full points each week. Late work will not be accepted. (See Appendix A) 2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, 2.7i, 5C.1e, 5C.2a, 5C.2d, 5C.2k, 5C.2l, and 5C.3d.

Career Identity Paper: (10 pts.) Please turn into D2L and the TK20 link. Using results from instruments taken for the course regarding personality indicators, interests, values checklist as well as descriptions of life experiences, students will show the developmental progression that has led to current career identity and future expectations. Students will explain strategies for facilitating client's skill development for career, educational, life-work planning, and management. Students will address conceptualizing the interrelationships among and between work, mental well-being, relationships, life roles, and other factors. Students will address using assessments relevant to academic, educational, career, personal, and social development, and their impact on the counseling field. The paper should be in **APA- 7th edition style, a minimum of 3 peer-reviewed (research based) articles**, academically written, with appropriate grammar, please follow the template on D2L. (See Appendix B) KPI: 2.4b, 2.4h, 2.4i, and 2.7i.

Career Education Program: (30 pts.) Please turn into D2L and the TK20 link. Students develop a plan to address a chosen population's career development. In groups of 4, students will create a power point presentation with a **minimum of 10 peer-reviewed sources**. You may create a *voice recorded power point or present the power point using zoom* or other means of technology. Presentations should be recorded and be no less than 20 minutes in length and no more than 25 minutes in length. Each student will have equal roles in the presentation and will **grade themselves and their peers using the rubric provided**. Each student must submit their presentation and grading rubrics for themselves and each peer in their group via the d2l drop box. **Submit the power point and NOT the video to tk20**. Students will explain how to assess abilities, interest values, personality, and other factors that may contribute to career development. Students will address strategies for advocating for diverse clients' career, educational development, and employment opportunities. Multicultural considerations should be expressed throughout the assignment. Students will identify how to eliminate barriers, prejudices, and processes or intentional and unintentional oppression and discrimination. Attention to ethics should be given. All papers for this class are to be completed in the APA style, and points will be taken off for errors in formatting. Please follow the template on D2L. (See Appendix C) **KPI: 2.1i, 2.2d, 2.2h, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4j, 5C.1e, 5C.2a, 5C.2l, and 5C.3d. Presentations must address the following:**

Presentation Requirement Outline

- I. Describe your chosen population to include: developmental considerations (*look at a developmental career model from your textbook as a basis for your population's human development level*), multicultural considerations, and specific needs.
- II. What ethical considerations are associated with your population (you must use the ACA Ethical standards)?
- III. Describe the purpose of your program.
- IV. What career theory best aligns with your program (choose any theory from your book)? Connect the purpose of your program to your chosen career theory.
- V. What career assessments will you use and why? Include at least 2. How does this assessment help your population identify goals or career choice?
- VI. What needs specific to your population will your program address?
- VII. How will this program help your population reach specific educational/career goals and move forward within your chosen career theory.
- VIII. How does your program u for this specific population's educational and career development?
- IX. What are the potential gaps in addressing your population's career development? How can you address these?

Midterm: (20 pts.) Students will complete a quiz to test over the topics covered thus far within chapters one through five. Students will be able to take the exam twice, with the highest grade being kept. (See Appendix D) 2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.

Final Exam (20 pts.): There will be a final exam testing over the topics covered within chapters six through 20. Students will be able to take the exam twice, with the highest grade being kept. (See Appendix E) 2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.

Assignment Breakdown

Assignment	Points
1. Online Assignments and Comments	20
2. Career Identity Paper TK20 and D2L	10
3. Career education program tk20 and d2l	30
4. Midterm	20
5. Final Exam	20
Total Points	130

Grade Classifications:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59-below

DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on review and retention refer to the handbook.

Classroom Behaviors:

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics:

For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice:

Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies. ***Please note, open carry of handguns, whether licensed or not, and the carrying of all other firearms, whether open or concealed, are prohibited on campus.**

Limited Right to Intellectual Property:

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement:

MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a welcoming and belonging campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

Midwestern State University Counseling Program Objectives:

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

***Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.**

Desire-to-Learn (D2L):

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:

Last day for term schedule check date on [Academic Calendar](#).

Deadline to file for graduation check date on [Academic Calendar](#).

Last Day to drop with a grade of “W” check date on [Academic Calendar](#). Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements:

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule:

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy:

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy:

College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy:

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process:

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Active Shooter:

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: “*Run. Hide. Fight.*”

Obligation to Report Sex Discrimination under State and Federal Law:

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [online title IX reporting](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University’s policy on Title IX or sexual misconduct, please visit [title IX website](#)

*Notice Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

RESOURCES

American Counseling Association. (2014). *2014 ACA Code of Ethics*. Retrieved from

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed. TR)*. Author.

American Psychological Association. (2020). *2020 APA Publication Manual*. Retrieved from

<https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>

Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*.

Retrieved from <https://www.cacrep.org/for-programs/2016-cacrep-standards/>

United States National Library of Medicine, & National Institutes of Health. (n.d.). *National Center for*

Biotechnology Information. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/>

APPENDENCIES

Appendix A

Online Assignments and Comments (10 pts.) CACREP

Standards Addressed:

2.1c, 2.1i, 2.1j, 2.1k, 2.3h, 2.3i, 2.5a, 2.5c, 2.5d, 2.5e, 2.5f, 2.5g, 2.5h, 2.5j, 2.5k, 2.5l, 2.5n, 2.7b, 2.7c, 2.7d, 5C.1b, 5C.2f, 5C.2l, 5C.3a, 5C.3b, and 5C.3e.

Rubric of Online Assignments and Comments (Possible 10 Pts.)

<u>Week</u>	<u>Points Earned</u>	<u>Comments</u>
Week 1 (1 pt)		
Week 2 (1 pt)		
Week 3 (2 pt)		
Week 4 (1 pt)		
Week 5 (2 pt)		
Week 6 (1 pt)		
Week 7 (1 pt)		
Week 8 (1 pt)		
Week 9 (1 pt)		
Week 10 (1 pt)		
Week 11 (2 pt)		
Week 12 (1 pt)		
Week 13 (1pt)		
Week 14 (1pt)		
Week 15 (1pt)		
Week 16/17 (2pt)		

Total Points Earned _____ / 20 point

Appendix B

Career Identity Paper: (10 pts.) Please turn into D2L and the TK20 link.

Please use template on D2L.

CACREP Standards:

KPI: 2.4b, 2.4h, 2.4i, and 2.7i.

Page 1: APA 7 Cover Page

Page 2 -7:

- Introduction to the Assignment
 - In at least five sentences, introduce the assignment.
- Career Identity Description
 - In at least five sentences define career identity from resources, and textbooks.
 - In at least five sentences, summarize your own opinion of your definition of career identity.
 - In at least five sentences, explain your developmental progression which has led to your current career identity.
- Interpretation of Instruments
 - In at least five sentences, reflect on a personality indicator instrument that you have completed, and the results.
 - In at least five sentences, reflect on an interest inventory instrument that you have completed, and the results.
 - In at least five sentences, reflect on a values checklist that you have completed, and the results.
 - In at least five sentences, explain how the results from the above instruments impacts your career identity.
- Career Counseling Processes
 - In at least five sentences, explain strategies for facilitating a client's skill development for career, education, life-work planning, and management.
 - In at least five sentences, explain conceptualizing the interrelationships among and between work, mental well-being, relationships, life roles, and other factors.
- Career Counseling Techniques
 - In at least five sentences, discuss using assessments relevant to academic, educational, career, personal, and social development, and their impact on the counseling field.
 - In at least five sentences, discuss the different career counseling techniques, and how you would use them in your career moving forward.
- Summary
 - In at least five sentence, please reflect on, and summarize the assignment, and your career identity.

Page 8: APA 7 Reference Page--- **Minimum of 3 peer-reviewed sources**

Rubric of Career Identity Paper (Possible 10 Pts.)

<i>Criterion</i>	<i>Improvement Needed</i> (.5)	<i>Developing</i> (1)	<i>Proficient</i> (1.5)	<i>Accomplished</i> (2)	<i>Pts</i>
FACULTY USE ONLY =	Parts are missing or incomplete and/or quality is poor	All parts are complete but quality needs improvement	All parts are complete and quality is acceptable	All parts are complete and quality is exceptional	
Career Identity Description	Does not delineate.	Details of personal attributes are somewhat sketchy; no examples	Fairly well developed description, less than fully developed, lacking detail, examples.	Supporting details specific to connections between self-examination and career identity clearly delineated.	
Interpretation of Instruments	Does not refer to instruments.	Makes cursory reference to instruments.	Integrates results of instruments with career identity description.	Weaves results of instruments into a narrative about career identity that flows naturally.	
Demonstrates an Awareness of Career Counseling Process.	Doesn't describe ideas about how career counseling works.	Some shallow references to process.	Occasionally describes an awareness of career counseling sequence.	Carefully examines counseling process in depth.	
Career Counseling Techniques	Doesn't refer to any techniques.	Throws in a technique or two.	Describes a number of techniques and why they would be used.	Thoroughly considers career counseling purposes for techniques; insights to be gained.	
Organization Syntax; Grammar, Spelling, Punctuation, Referencing	Train of thought makes little sense; Incomplete, Run-On sentences errors. Does not have minimum references.	Conclusions unclear, few descriptors, examples; Some sentence, grammar, spelling, errors. Has some references	Thoughts mostly clear, organized, language varied, no sentence errors. Has references but may not be peer-reviewed.	Thoughts sequential, ordered; vocabulary varied; descriptive; well developed. Has a minimum peer-reviewed references	
Out of 10 points					

Appendix C

Career Education Program: (30 pts.) Please turn into D2L and the TK20 link.

Please use template on D2L.

CACREP Standards:

KPI: 2.1i, 2.2d, 2.2h, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4j, 5C.1e, 5C.2a, 5C.2l, and 5C.3d.

Presentation Requirement Outline

- I. Describe your chosen population to include: developmental considerations (*look at a developmental career model from your textbook as a basis for your population's human development level*), multicultural considerations, and specific needs.
- II. What ethical considerations are associated with your population (you must use the ACA Ethical standards)?
- III. Describe the purpose of your program.
- IV. What career theory best aligns with your program (choose any theory from your book)? Connect the purpose of your program to your chosen career theory.
- V. What career assessments will you use and why? Include at least 2. How does this assessment help your population identify goals or career choice?
- VI. What needs specific to your population will your program address?
- VII. How will this program help your population reach specific educational/career goals and move forward within your chosen career theory.
- VIII. How does your program u for this specific population's educational and career development?
- IX. What are the potential gaps in addressing your population's career development? How can you address these?

Group Project Peer Evaluation

Group Project Peer Evaluation

Please circle the appropriate rating: 0= Not At all 1=Somewhat 2=Always

1. Group Member Name:

- | | | | |
|--|---|---|---|
| a. Was available for group meetings in person, email, etc. | 0 | 1 | 2 |
| b. Participate in an equal share of work. | 0 | 1 | 2 |
| c. Completed the work on time. | 0 | 1 | 2 |
| d. Demonstrates a cooperative and supportive attitude. | 0 | 1 | 2 |
| e. Did a quality work/contributed to group success | 0 | 1 | 2 |
| f. Communicated in an effective and timely manner. | 0 | 1 | 2 |

Rubric of Career Education Program (Possible 30 Pts.)

<i>Criteria</i>	<i>Beginning 1</i>	<i>Basic 2</i>	<i>Proficient 3</i>	<i>Advanced 4</i>	<i>Exceptional 5</i>	<i>Pts</i>
Introduction to the Program Created <ul style="list-style-type: none"> ○ Program ○ Population ○ Fill the Gap 	Student does not introduce the program in which they created.	Student introduces the program but not within at least five sentences.	Student gives a basic introduction of the program that they have created in at least five sentences.	Student gives a cohesive introduction of the program they have created in at least five sentences.	Student creates an in-depth introduction to the program that they have created meeting the sentence minimum and addresses all areas of the topic.	
Current Work Conditions <ul style="list-style-type: none"> ○ Positives and Negatives ○ How impacts your population ○ How impact client experience 	Student does not address areas of current work conditions.	Student discusses current work conditions but not within at least five sentences.	Student gives a basic explanation of current work conditions in at least five sentences.	Student gives a cohesive description of current work conditions in at least five sentences.	Student creates an in-depth detailing of current work conditions meeting the sentence minimum and addresses all areas of the topic.	
Assessing Career Development <ul style="list-style-type: none"> ○ Ways to utilize ○ Your programs way to utilize 	Student does not address areas of assessing career development.	Student discusses assessing career development but not within at least five sentences.	Student gives a basic explanation of assessing career development in at least five sentences.	Student gives a cohesive description of assessing career development in at least five sentences	Student creates an in-depth detailing assessing career development meeting the sentence minimum and addresses all areas of the topic.	
Multicultural Advocacy and Ethics <ul style="list-style-type: none"> ○ Multicultural and diverse issue your population experiences ○ How will you advocate? ○ How will you eliminate barriers? ○ How will you remain ethically sound? 	Student does not address areas of multicultural advocacy and ethics.	Student discusses multicultural advocacy and ethics but not within at least five sentences.	Student gives a basic explanation of multicultural advocacy and ethics in at least five sentences.	Student gives a cohesive description of multicultural advocacy and ethics in at least five sentences	Student creates an in-depth detailing of multicultural advocacy and ethics meeting the sentence minimum and addresses all areas of the topic.	
Reflection Summary <ul style="list-style-type: none"> ○ Reflect on the assignment ○ Summarize the assignment ○ Do you see a future with your program? 	Student does not address areas of the reflection summary.	Student discusses the reflection summary but not within at least five sentences.	Student gives a basic explanation of the reflection summary in at least five sentences.	Student gives a cohesive description of the reflection summary in at least five sentences	Student creates an in-depth detailing of the reflection summary meeting the sentence minimum and addresses all areas of the topic.	
APA 7 formatting, academic writing, and appropriate grammar.	Shows no knowledge of APA formatting, academic writing, or appropriate grammar.	Student lacks consistency in APA formatting, academic writing, or appropriate grammar.	Cohesive paper in mostly APA formatting, academic writing, or appropriate grammar.	Succinct and cohesive paper, mostly in APA formatting, academic writing, or appropriate grammar.	Demonstrates strong knowledge, well thought out ideas, succinct, cohesive, and in APA formatting, academic writing, or appropriate grammar.	
Out of 30 Points						

Appendix D

Midterm (20 pts.) Chapters 1-8. Your Midterm Exam will feature true/false, and multiple choice questions. You will have two attempts, and your highest grade will be kept.

CACREP Standards

2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.

Midterm (Possible 20 pts.)

Students will take midterm exam worth 20 points (20%) of their grade.

Appendix E

Final Exam (20 Pts.) Chapters 9-15. Your Final Exam will feature true/false, and multiple choice questions. You will have two attempts, and your highest grade will be kept.

CACREP Standards:

2.1a, 2.1h, 2.1i, 2.1k, 2.2d, 2.2e, 2.2g, 2.2h, 2.3a, 2.3f, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, and 2.7i.

Final Exam (Possible 20 pts.)

Students will take a final exam worth 20 points (20%) of their grade.

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.

Appendix B

Theories and Techniques Paper: (16 pts.) **Turn in to**

D2L and Tk20.

CACREP Standards Addressed:

KPI: 2.5a, 2.5g, 2.5j, and 5C.1b.

Grading Rubric for Theories and Technique Paper (Possible 16 pts.)

Criteria	1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	Pts
Appropriately describes role of the counselor, the importance of self-awareness, and how to manage self in the counseling role. 5C.1.b	Student inaccurately describes the importance of self-awareness or demonstrates boundary violations in depiction of the counseling role.	Appropriately describes role of the counselor, the importance of self-awareness, and how to manage self in the counseling role, but lacks detail or ways to maintain self-awareness.	Appropriately describes an ethical, self-aware approach to counseling that is ethical and multicultural in nature. Student describes multiple ways to maintain self-awareness in the counseling role.	Student demonstrates an exceptional understanding of self-awareness by stating a variety of ways to maintain self-awareness, how a lack of self-awareness can hurt the counseling relationship, and demonstrates commitment to a professional, ethical, multicultural approach.	
Demonstrates knowledge of how to appropriately observe and assess the client and understands how to appropriately choose empirically supported techniques. 2.5.j	Student did not give Does not demonstrate knowledge of how to appropriately observe and assess the client or the importance of choosing empirically supported techniques. any feedback to peers.	Demonstrates knowledge of how to appropriately observe and assess the client and understands the importance of appropriately choosing empirically supported techniques, but parts are missing or incomplete.	Demonstrates knowledge of how to appropriately observe and assess the client and understands the importance of appropriately choosing empirically supported techniques.	Describes thorough and specific ways of appropriately observing and assessing the client and understands the importance of appropriately choosing empirically supported techniques, providing examples of techniques that they would choose using their theory.	
Student clearly understands the stages of the counseling process based on their theory of choice. 2.5.a	Student is missing major stages of the counseling process based on their theory of choice or does not understand steps in their theory of choice.	Student is missing some stages of the counseling process based on their theory of choice.	Student clearly describes the stages of the counseling process based on their theory of choice.	Student clearly describes the stages of the counseling process based on their theory of choice and integrates intake assessment procedures, assessment, case conceptualization, and empirically supported techniques.	
Student demonstrates an understanding of case conceptualization and how to assess and work with the client to create and accomplish goals. 2.5.g	The student does not have an adequate understanding of appropriate intake process, assessment, or case-conceptualization to help the client accomplish goals.	The student describes appropriate intake processes, and has a clear understanding of client conceptualization, but parts are missing or inadequate to help clients create and accomplish goals.	The student demonstrates an understanding of case conceptualization and how to assess and work with the client to create and accomplish goals.	The student demonstrates a detailed and accurate understanding of case conceptualization and how to assess and work with the client to create and accomplish goals.	
Total points out of 16					

