

APCE 616
Career Theory, Counseling, and Assessment

Summer 2021

May 24th – June 20th

Online: June 11-13; June 25-27

Instructor: Stephen L. Wright, Ph.D., LP, LPC	Office: McKee Hall 200
Teaching Assistant: TBA	Online Office Hours: Thursday 11am-3pm
Class Meets: Online	Phone: 970.351.1838
Credits: 3.0	Email: stephen.wright@unco.edu
Location/Room: Loveland/ Online	Prerequisites: None

Please note: Online Zoom information throughout the syllabus related to this course is highlighted in yellow. **All online presentations are accessible in Canvas and will follow the course outline**

Online Meetings: During all online class meetings, it is expected that you have your video screen turned on and you are displayed in the video screen. You should behave in a professional manner as you would be expected in a professional counseling setting. Please be aware of your background surroundings to ensure a professional environment is being seen by the class.

Required Live Online Zoom Meeting Times: (video screen must be turned on)

Friday	June 11 th	4pm – 5pm (review syllabus and group assignments)
Saturday	June 12 th	9am – 10am (review O*NET system & report writing)
Friday	June 25 th	4pm – 5pm (students leading class discussions – present your article and outline to small groups)
Saturday	June 26 th	9am – 10am (review/discuss telehealth career interventions that are described at the end of each chapter slide set)

Optional Live Online Zoom Meeting Times each day:

Friday	June 11 th	5pm – 6pm
Saturday	June 12 th	10am – 11am
Sunday	June 13 th	10am – 11am
Friday	June 25 th	5pm – 6pm
Saturday	June 26 th	10am – 11am
Sunday	June 27 th	10am – 11am

Additional Optional Live Online Zoom Meetings will be scheduled as needed.

Course Description: This course introduces students to theory and methods of career counseling. It also introduces and familiarizes students with career assessment instruments and provides opportunities for the discussion of current issues in the field of career counseling.

Knowledge and Skill Outcomes: Upon successful completion of this course students will have knowledge and understanding of the:

1. Theories and models of career development, counseling, and decision making (CACREP Standard 2.F.4.a). – exams, classroom discussions, & presentation

2. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP Standard 2.F.4.b). – exams, classroom discussions, activities, presentation, & paper
3. Processes for identifying and using career, avocational, educations, occupational and labor market information resources, technology, and information systems (CACREP Standard 2.F.4.c). – exams & classroom activities
4. Approaches for assessing the conditions of the work environment on clients' life experiences (CACREP Standard 2.F.4.d). – exams, classroom discussions, activities, & paper
5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP Standard 2.F.4.e). – exams & classroom activities
6. Strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP Standard 2.F.4.f). – exams & classroom discussions
7. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP Standard 2.F.4.g). – exams, classroom discussions, & activities
8. Strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP Standard 2.F.4.h). – exams, classroom discussions, activities, & paper
9. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP Standard 2.F.4.i). – exams, classroom discussions, activities, & paper
10. Learn about the empirical research related to career development. – exams, classroom discussions, classroom activities, & paper
11. Understand interrelationships among and between work, family, and other life roles and factors, including the role of individual and cultural diversity issues in career development. – exams, classroom discussions, classroom activities, & paper

**The methods used to evaluate each Knowledge and Skill Outcome are listed after each standard*

Methods: Methods of instruction include, but are not limited to the following: readings, lectures, classroom discussions, exams, paper/report, presentations, and classroom activities.

Course Content: The course is designed to provide students with the knowledge of career counseling theories, assessments, and methods, introduce the use of career assessment instruments, increase knowledge to work with clients of different ages, races, ethnicities, and gender, and discuss current issues, trends, and ethics in the field of career counseling.

Required Texts:

Sharf, R. S. (2013). *Applying career development theory to counseling* (6th ed.). Belmont, CA: Wadsworth.

**Additional readings will be assigned by the instructor

Recommended Readings:

Brown, S. D., & Lent, R. W. (Eds.). (2013). *Career development and counseling: Putting theory and research to work* (2nd ed.). Hoboken, NJ: Wiley.

Professional Conduct/Ethics: All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program.

Recording Devices: Using recording devices or recording software/apps in the classroom of any type will not be permitted (e.g., audio, video). Students audio or video recording classroom lectures must be provided prior approval from this instructor or an accommodation letter from Disability Resource Center Services must be provided by the student prior to recording information. Violations may result in failure of the course and possibly dismissal from the program. **Social Media:** There should be no information related to this course posted or shared on any social media platform or the internet in any way. Violations may result in failure of the course and possibly dismissal from the program.

Electronic Devices: Using electronic devices (e.g., computers, iPads, phones) in the classroom for any reason not related to the course (e.g., social media or online use, messaging, texting) will not be permitted without prior approval. Violations may result in reduction in final grade or failure of the course.

University Statement:

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Academic Integrity

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftin. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

Course Requirements and Evaluation:

(Used to achieve course objectives and content listed above)

Class Group Presentation Project (50 points):

As a small group, you will work with one other individual from this class to create a detailed step-by-step guide on how to perform a career intervention/activity used to enhance individuals' career development (broadly defined); see course outline on Day 6 for sample career interventions/activities. Your guide should be manualized in a way that the intervention/activity can be replicated in the future by other professional career counselors. Your guide should include the following:

- 1) A list of materials needed for the intervention (e.g., paper, scissors, glue, magazines)
- 2) The type of population and setting it applies to (e.g., middle school individuals, emerging adults, retired individuals, dual career couples, high school setting, college classroom, prison setting)
- 3) Modality used for the intervention (e.g., telehealth, in-person, individual, group setting, classroom setting).
- 4) An extremely detailed description on how to apply the intervention in a manualized/replicable way. Each step in the process should be described in detail that will allow other career counselors to carry out the intervention the same way with future clients. This can be in outline format or a step-by-step listing.

All topics must be prior approved by the professor. You will be expected to provide the entire class the step-by-step guide to carry out the career intervention/activity (see Expectations for Group Presentation grading sheet at the end of the syllabus). You are expected to equally contribute to the project.

Online course format: you will be paired with another student in class to connect through Zoom to work on this presentation project and are expected to equally contribute to the project.

Exams (100 points): There will be two exams consisting of multiple-choice questions. The exams will cover the information from the book, articles, lectures, and class discussion.

Vocational Assessment Report (50): You will be required to write a career assessment report that integrates theory and test data. You will analyze your own vocational development process and complete an assessment measure that is frequently used in career counseling, which is the O*NET Interest Profiler Short Form (O*NET; <https://www.mynextmove.org/explore/ip>). Based on the assessment results and your own personal career experiences, you will identify and apply a career theory related to your career development and goals. The report is designed for you to articulate your career development within a theoretical perspective using empirical data. In the first section of the report, you should discuss your career development by conceptualizing it from a single career theory that has been presented in class. Make sure to give an overview of the theory; individual and cultural diversity issues should be considered. Next you will incorporate the tests data from O*NET by discussing the results. Remember to present the themes of O*NET that emerge from the data. In the summary section, you will want to emphasize the theoretical information you discussed earlier in your report and how it is supported by the empirical data from O*NET. In this section, you should present the most salient themes from your report to provide a strong vocational summary of your career development that is theoretically and empirically derived. Lastly, you will provide at least 5 recommendations based on all of the

information from the report. The recommendations should be guided by empirical and/or theoretical literature and must be able to be implemented in a realistic manner. *Scoring criteria for the report is provided at the end of the syllabus.*

Please note: Only include information in your report that you are comfortable sharing and please do not disclose any personal information that you do not want to share and/or that is not related to your career development.

Writing standards: Your paper should be no more than 3 pages single spaced. As a graduate student, it is expected that you have strong writing skills. Therefore, your report should be professionally written and be free from any grammatical and spelling errors. The finished product of this report is expected to be at the quality closely representative of a professional career report that you would provide to a client.

Telehealth Career Interventions (15 points): You will be required to perform three different career interventions using telehealth via zoom with another student from class and then write a 1-page summary discussing the overall application of the interventions using a telehealth online format (you must address the 3 points below). See the course outline on Sunday, Day 6, for a sample list of interventions. Please make sure to consider the relevant ethical codes (e.g., ACA Code of Ethics: Section H; Distance Counseling, Technology, and Social Media). After completing three telehealth career interventions, you will write a 1-page single spaced summary that should address the following points specific to you as a future professional counselor as it relates to career counseling:

1. What are the strengths and weaknesses of each career intervention using telehealth as a future professional counselor?
2. What supports and barriers would you anticipate in using telehealth for career work?
3. What is your professional opinion about using telehealth for career work?

Leading Class Discussions (25 points): Each student will review an article related to a contemporary issue(s) in the career field and lead a small group class discussion. Your article must have been published in the last three years. You will be responsible for providing an outline (1 page, single spaced) of the article to the class, 3 – 4 class discussion questions, and then facilitate the in class discussion. The number of small groups will be determined based on class size. The article must be from one of the following journals: *Journal of Career Development*, *Journal of Vocational Behavior*, *Career Development Quarterly*, or *Journal of Career Assessment* (all journals are accessible on-line through UNC’s library). Provide the reference of your article in APA format

Online course format: you will be paired with another student in class to connect through Zoom to discuss your article and handout. The handout should be provided to your partner prior to the online Zoom meeting. You will also submit your article through Canvas.

Attendance and Active Participation (10 points): Attendance and participation related to academic content are expected at all required class meetings. You should NOT assume that you will receive all attendance and participation points for only attending class; you must earn the points, just as you do with any other assignment. **Participation:** You should have a “capacity to relate effectively and meaningfully with individuals, groups, and/or communities.” It is expected that you participate in a professional manner and your interpersonal interactions are respectful to others, as well as maintaining a professional attitude. Self-awareness (e.g. self-assessment, self-care, openness to feedback) will also be needed to actively participate in class. Class participation is defined as provoking thought and furthering discussions. Points will be lost for

nonparticipation such as showing off one’s knowledge, seeking attention, or diverting discussion onto irrelevant tangents or into one’s own agenda. **Attendance:** Attendance is vital and each student is accountable for class participation requirements, lecture, content, and other classroom work. Missing class, being late, or a lack of participation will result in a lower final grade. If emergencies occur, please notify me before class.

Readings and Assignments: Students are expected to have completed the assigned readings prior to coming to class and actively participate in discussions. All assignments are due at the beginning of class as scheduled in the course outline. Not reading the material and/or late assignments will significantly lower your grade.

Please note: In accordance with the student handbook, the “Professional Counseling program faculty members systematically review the progress of each student each semester.” You should expect that your performance and professional conduct related to this class to be incorporated into the review process.

Knowledge Learning Outcomes Assessed:

Career Development – Students will apply career development theories and approaches and will demonstrate the application of exploration, problem-solving, and work-life adaptation skills in their work with clients. At the end of this course, students’ learning will be assessed as it applies to career including: foundations, theories, principles, assessments, and contextual. The methods of instruction including, but not limited to: readings, lectures, classroom discussions and activities, exams, paper/report, and presentations will be used to inform the evaluation and completion of the “**APCE 616: Career Counseling Assessment Rubric**” See rubric listed at the end of the syllabus.

Possible point values in each area are as follows:

Class Group Presentation Project	50
Exams	100
Telehealth Intervention Activity	15
Vocational Assessment Report	50
Leading Class Discussions	25
Attendance and Participation	10
TOTAL POSSIBLE POINTS = 250	

All assignments must be uploaded through Canvas by the due date listed on the Course Outline

D-	60% to 62%
F	Below 60%

Grading Scale:

A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%
D	63% to 66%

Course Outline

All online presentations are accessible in Canvas and will follow the below course outline

Readings should be completed by the day they are listed

Additional documents and articles are also provided in Canvas.

Friday – Day 1

- Introductions
- Review the Syllabus
- Sharf, Chapter 1 – Introduction
- Reliability and Validity
- Trait & Type Theories
 - Sharf, Chapter 2 – Trait & Factor Theory
- Work – family interface – Dual career couples
- Class Activities and Discussions

Saturday – Day 2

- Trait & Type Theories (continued)
 - Sharf, Chapter 4 – Work Adjustment Theory
 - Sharf, Chapter 5 – Holland’s Theory of Types
 - Sharf, Chapter 6 – Myers-Briggs Type Theory
- Life-Span Theories
 - Sharf, Chapter 7 – Career Development in Childhood (Super’s Model; Gottfredson’s Theory of Circumscription, Compromise, and Self-Creation)
- Technology/Information Systems related to Career
 - Take O*NET
- Interpreting the O*NET Interest Profiler Short Form (O*NET)
- Career Assessments: (SII & SCI, Vocational Card Sort, Values inventory, Interests, Career Decision Self-efficacy...)
- Diversity and Multicultural Issues
- Blustein, D. L., Kenny, M. E., Di Fabio, A, & Guichard, J. (2019). Expanding the impact of the Psychology of Working: Engaging psychology in the struggle for decent work and human rights. *Journal of Career Assessment*, 27, 3-28. doi: 10.1177/1069072718774002

Sunday – Day 3

- Career Assessment Report Writing
- Life-Span Theory (continued)
 - Sharf, Chapter 8 – Adolescent Career Development
 - Sharf, Chapter 9 – Late Adolescent and Adult Career Development (Super’s Theory – Life Roles)

Exam 1

Friday – Day 4

- Sharf, Chapter 12 – Relational Approaches to Career Development
 - Career Genogram
- Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. L. (2016). The psychology of working theory. *Journal of Counseling Psychology*, 63, 127-148. doi: 10.1037/cou0000140
- Sharf, Chapter 13 – Krumboltz’s Social Learning Theory
- Sharf, Chapter 14 – Social Cognitive Career Theory
- Vocational Overshadowing
- Spengler, P. M. (2000). Does vocational overshadowing even exist? A test of the robustness of the vocational overshadowing bias. *Journal of Counseling Psychology*, 47, 342 – 351.
- Swanson, J. L. (2002). Understanding the complexity of client’s lives: Infusing a truly integrative career-personal perspective into graduate training. *The Counseling Psychologist*, 30, 815-832.
- Students Leading Class Discussions – present your article and outline to small groups
- **ASSIGNMENT DUE – Leading Class Discussions**

Saturday – Day 5

- Sharf, Chapter 10 – Adult Career Crises and Transitions
- Sharf, Chapter 11 – Constructivist and narrative Approaches to Career Development –
- Sharf, Chapter 15 – Career Decision-Making Approaches
- Empirical Techniques/Interventions of career counseling
- Whiston, S. C., & Rahardia, D. (2008). Vocational counseling process and outcome. In S.D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (4th ed., pp. 444-461). NY: Wiley.
- Whiston, S. C., Li, Y., Goodrich Mitts, N., & Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytic replication and extension, *Journal of Vocational Behavior*, 100, 175-184
- Mazei, J, Hüffmeier, J, Freund, P. A., Stuhlmacher, A. F., Bilke, L., & Hertel, G. (2015). A meta-analysis on gender differences in negotiation outcomes and their moderators. *Psychological Bulletin*, 141, 85-104. <http://dx.doi.org/10.1037/a0038184>
- Liu, S., Huang, J. L., & Wang, M. (2014). Effectiveness of job search interventions: A meta-analytic review. *Psychological Bulletin*, 140, 1009-1041. doi: 10.1037/a0035923
- Whiston, S., Fouad, N.A., Juntunen, C.L. (2016). Task Force Co-Chairs: *Professional Practice Guidelines for Integrating the Role of Work and Career Into Psychological Practice*. A report of the Task Force of the Society for Vocational Psychology, Section of the Society of Counseling Psychology (Division 17). <http://www.apa.org/practice/guidelines/role-work-career.aspx>

Sunday – Day 6

Telehealth Career Intervention Activities:

- Career Life Line (words or pictures)
- Values List
- Vocational Card Sort – Holland’s perspective
- Vocational Card Sort – Constructivist perspective
- Vocational Card Sort – Social Cognitive Career Theory perspective
- O*Net exploration
- Dual Career Couples – homemaker list
- Goal Establishment (micro & macro goals)

- Gottfredson's social space
- Super's Life Roles pie chart (current versus ideal)
- Family Genogram

Group Presentation/Project DUE
Telehealth Career Interventions DUE
Vocational Report DUE
EXAM 2

******THIS SCHEDULE and READINGS ARE SUBJECT TO CHANGE******

Expectations for Group Presentation

- ____(5) – A list of materials needed for the intervention (e.g., paper, scissors, glue, magazines)
- ____(5) – The type of population and setting it applies to (e.g., middle school individuals, emerging adults, retired individuals, dual career couples, high school setting, college classroom, prison setting)
- ____(5) – Modality used for the intervention (e.g., telehealth, in-person, individual, group setting, classroom setting).
- ____(35) – An extremely detailed description on how to apply the intervention in a manualized/replicable way. Each step in the process is described in detail that will allow other career counselors to carry out the intervention the same way with future clients.

Vocational Assessment Report Scoring Form

- ____ **(5) – Background Career Information:** (Relevant career and academic history – if applicable, include the following areas: family influence, personal career experiences, educational experiences, career mentoring relationships, occupational history).
- ____ **(20) – Career Theory Conceptualization.** (Identify and apply a career theory – give an overview of the theory as it applies to the client and provide citations throughout this section. Individual cultural and diversity factors should be considered).
- ____ **(10) – Test Results/Interpretations:** (This is the body of the report and you should report and explain the results in a clear, straightforward manner. Discuss how the results of one assessment does or does not enhances/supports the findings for the other assessment).
- ____ **(10) – Summary and Recommendations:** (Do not include any new information. Report the central themes and provide career recommendations based on the evaluation, for example establish mentoring relationships, engage in career written exercises, etc.).
- ____ **(5) – Professionally Written:** (Proof read report; do not use jargon; individualize the report; when discussing the theory, provided appropriate citations; ethical standards and principles were upheld).
- _____ **(50) TOTAL SCORE FOR VOCATIONAL ASSESSMENT REPORT**

References

Special Issues/Topics:

2020. The impact of COVID-19 on work and workers: Essays on future research.

Journal of Vocational Behavior, Volume 119, June 2020.

<https://www.sciencedirect.com/journal/journal-of-vocational-behavior/vol/119/suppl/C>

1. Editor in Chief's Introduction to Essays on the Impact of COVID-19 on Work and Workers
2. The Covid-19 crisis as a career shock: Implications for careers and vocational behavior
3. Unemployment in the time of COVID-19: A research agenda
4. Examining boundaries to understand the impact of COVID-19 on vocational behaviors,
5. Understanding the impact of the COVID-19 pandemic on career development: Insights from cultural psychology
6. The impact of the COVID-19 pandemic on marginalized populations in the United States: A research agenda
7. The potential impact of the Covid-19 pandemic on occupational status, work from home, and occupational mobility
8. Taking control amidst the chaos: Emotion regulation during the COVID-19 pandemic,
9. COVID-19 and careers: On the futility of generational explanations
10. Flexible employment relationships and careers in times of the COVID-19 pandemic

Blustein, D. L., Kenny, M. E., Di Fabio, A., & Guichard, J. (2019). Expanding the impact of the Psychology of Working: Engaging psychology in the struggle for decent work and human rights. *Journal of Career Assessment*, 27, 3-28. doi: 10.1177/1069072718774002

Dawis, R. & Lofquist, L. (1984). *A psychological theory of work adjustment*. Minneapolis: University of Minnesota Press

Duffy, R. D., Blustein, D. L., Diemer, M. A., & Autin, K. L. (2016). The psychology of working theory. *Journal of Counseling Psychology*, 63, 127-148. doi: 10.1037/cou0000140

Whiston, S., Fouad, N.A., Juntunen, C.L. (2016). Task Force Co-Chairs: *Professional Practice Guidelines for Integrating the Role of Work and Career Into Psychological Practice*. A report of the Task Force of the Society for Vocational Psychology, Section of the Society of Counseling Psychology (Division 17). Guidelines approved August, 2016.
<http://www.apa.org/practice/guidelines/role-work-career.aspx>

Holland, J. L. (1996). Exploring careers with a typology: What we have learned and some new directions. *American Psychologist*, 51, 397-406.

Liu, S., Huang, J. L., & Wang, M. (2014). Effectiveness of job search interventions: A meta-analytic review. *Psychological Bulletin*, 140, 1009-1041. doi: 10.1037/a0035923

Mazei, J., Hüffmeier, J., Freund, P. A., Stuhlmacher, A. F., Bilke, L., & Hertel, G. (2015). A meta-analysis on gender differences in negotiation outcomes and their moderators. *Psychological Bulletin*, 141, 85-104. <http://dx.doi.org/10.1037/a0038184>

- Rosenthal, L. (2016). Incorporating intersectionality into psychology: An opportunity to promote social justice and equity. *American Psychologist, 71*, 474-485. doi: [10.1037/a0040323](https://doi.org/10.1037/a0040323)
- Spengler, P. M. (2000). Does vocational overshadowing even exist? A test of the robustness of the vocational overshadowing bias. *Journal of Counseling Psychology, 47*, 342 – 351.
- Swanson, J. L. (2002). Understanding the complexity of client's lives: Infusing a truly integrative career-personal perspective into graduate training. *The Counseling Psychologist, 30*, 815-832.
- Whiston, S. C., & Rahardia, D. (2008). Vocational counseling process and outcome. In S.D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (4th ed., pp. 444-461). NY: Wiley.
- Whiston, S. C., Li, Y., Goodrish Mitts, N., & Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytic replication and extension, *Journal of Vocational Behavior, 100*, 175-184
- Wright, S. L. (2017). Attachment and self-efficacy of career search activities: A structural model. *The Career Development Quarterly, 65*, 98-112. doi:10.1002/cdq.12085
- Wright, S. L., Firsick, D. M., Kacmarski, J. A., & Jenkins-Guarnieri, M. A. (2017). Effects of attachment on coping efficacy, career decision self-efficacy, and life satisfaction. *Journal of Counseling & Development, 95*, 445-456. doi:10.1002/jcad.12159

APCE 616: Career Counseling Assessment Rubric

Career Development – Students will apply career development theories and approaches and will demonstrate the application of exploration, problem-solving, and work-life adaptation skills in their work with clients.				
Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
<p>Foundations</p> <p>Student demonstrates an understanding of the history and development of career counseling.</p>	<p>Student demonstrates a superior level of understanding of the history and development of career counseling.</p> <p>The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level understanding of the history and development of career counseling. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited understanding of the history and development of career counseling. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of understanding of the history and development of career counseling.</p> <p>The student performs well below what would be expected of an entry-level counselor.</p>
<p>Theories</p> <p>Student demonstrates knowledge of emergent theories of career development and counseling.</p>	<p>Student demonstrates a superior knowledge of emergent theories of career development and counseling. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates basic, entry-level knowledge of emergent theories of career development and counseling. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates limited knowledge of emergent theories of career development and counseling. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of knowledge of emergent theories of career development and counseling. The student performs well below what would be expected of an entry-level counselor.</p>
<p>Principles</p> <p>Student demonstrates an understanding of the ethics and principles of career development and decision-making over the lifespan.</p>	<p>Student demonstrates a superior understanding of the ethics and principles of career development and decision-making over the lifespan. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level understanding of the ethics and principles of career development and decision-making over the lifespan.</p> <p>The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited understanding of the ethics and principles of career development and decision-making over the lifespan. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of understanding of the ethics and principles of career development and decision-making over the lifespan. The student performs well below what would be expected of an entry-level counselor.</p>

Knowledge Learning Outcome Assessed (cont.)	Exemplary	Proficient	Partially Proficient	Beginning
<p>Assessments</p> <p>Student demonstrates knowledge of formal and informal career and work-related tests and assessments.</p>	<p>Student demonstrates a superior knowledge of formal and informal career and work-related tests and assessments. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level knowledge of formal and informal career and work-related tests and assessments. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited knowledge of formal and informal career and work-related tests and assessments.</p> <p>The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of knowledge of formal and informal career and work-related tests and assessments. The student performs well below what would be expected of an entry-level counselor.</p>
<p>Contextual</p> <p>Student demonstrates knowledge about the roles counselors play in career development and the unique needs of diverse populations.</p>	<p>Student demonstrates a superior knowledge about the roles counselors play in career development and the unique needs of diverse populations. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level knowledge about the roles counselors play in career development and the unique needs of diverse populations. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited knowledge about the roles counselors play in career development and the unique needs of diverse populations. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of knowledge about the roles counselors play in career development and the unique needs of diverse populations. The student performs well below what would be expected of an entry-level counselor.</p>