Counseling Program Objective 4: Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.

**CACREP domain:** Career Development

| CACREP Standard | Unmet | Met | Exceeds |
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| 2F4a. theories and models of career development, counseling, and decision making | Student misidentifies key features of major career theories and does not explain the progression of career theory over time. Does not situate career theory within the context of counseling theory. | Student identifies major theorists and summarizes key points of the major career development theories spanning the 100 year history of the profession. Acknowledges the strengths and weaknesses of various career theories. | Student fully articulates each career development theory and synthesizes the major themes and transitions of career development theory over 100 years. Offers a critique of career development theory and takes a holistic view when conceptualizing career and personal concerns. |
| 2F4b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors | Student fails to connect or superficially address the way that life domains intersect with work and career development. Does not utilize a career theory in conceptualizing career concerns. | Student describes how career development is influenced by early life experiences, sociocultural factors, mental health, and relationships and how work can positively and negatively impact all other life domains. | Student uses career development or counseling theory to (a) conceptualize clinical and career concerns in a holistic way, taking into consideration sociocultural, familial, mental health, and relational factors and (b) to construct counseling goals and interventions. |
| 2F4e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development | Student fails to integrate career assessment results into overall conceptualization of client. Does not address multicultural | Student identifies various types of career assessments (i.e., standardized, self-assessment) and indicates when and for whom such | Student identifies common career assessment tools and techniques, discusses multiculturally competent assessment, and |

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| | considerations for selecting assessments. | tools are appropriate or inappropriate. | articulates when career assessment might be contraindicated. Integrates career assessments in overall treatment planning. |
| 2F4f. strategies for career development program planning, organization, implementation, administration, and evaluation | Student provides a program plan that lacks details for implementation, is not grounded in research, and/or does not address a need in the community. | Student creates a comprehensive and feasible plan for delivering career services to a unique population, integrating current research and best practices, and mentioning community resources to facilitate wrap-around services for clients. | Student demonstrates depth of knowledge of complex career concerns and how these can manifest in service delivery. Creates a holistic, connected, comprehensive, and feasible plan for delivering career services to a unique population. Career program meets an identified need in the community. |
| 2F4h. strategies for facilitating client skill development for career, educational, and lifework planning and management | Student lacks awareness of the job-search process, employment policies, and the culture of work in the US. | Student produces strong job-search documents, and describes the stages of the job-search including job interviews. Student is aware of laws protecting client rights in work and employment. | Student articulates the barriers clients may face in the job-search process and identifies strategies for helping clients develop job-search skills. Is aware of employment policies and practices and can help clients develop career adaptability. |

Documents / Assignments to Include:

- Case conceptualization paper
- Group career center project
- Midterm exam