

Austin Peay State University
Department of Psychological Science & Counseling

COUN 5600: Theories and Counseling in Career Development

Term: Summer 2024

Meeting Time: 4:30-7:30pm (Thursdays)

Credit Hours: 3 hours

Virtual:

<https://apsu.zoom.us/j/99324065542>

Instructor: Mitchell Toomey, PhD, NCC, CRC

Co-Instructor: Jessica Fripp, PhD, NCC, ALC

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Office/Student Hours:

*Dr. Toomey – By appointment only

*Dr. Fripp – By appointment only

Prerequisites: Acceptance into MS in Counseling program and permission of the instructor.

Required Text(s):

Smith, A. C., & Peterssen, K. (2024). *An Innovative Approach to Career Counseling: Theory and Practical Application*. New York: Springer.

Other readings may be assigned throughout the course.

Course Description:

The purpose of this course is to facilitate counseling students' development of knowledge, awareness, and skills with respect to career development and career counseling over the lifespan. The course will provide an overview of the following: theories of career/vocational development; assessments frequently used in the career counseling process; career counseling techniques and interventions; relevant issues in career counseling. Emphasis will be placed on developing self-awareness with respect to career development and on the importance of being able to integrate career counseling themes into overall counseling practices. A variety of learning activities have been structured to provide you with opportunities that will encourage your growth as counselor both in agency and school setting.

**Austin Peay State University
College of Education
Conceptual Framework Overview**

As part of the educational unit at Austin Peay State University, the Counseling program at APSU is committed to preparing highly qualified professionals who are knowledgeable in standards-based practice. The Counseling program at Austin Peay State University has adopted the 2024 CACREP Accreditation Standards as the structure for the collection and organization of candidate performance data. The standards are addressed specifically by course objectives, assignments, and activities.

Course Policies

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Institutional Culture](#).

Divisive Concepts Statement:

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Students with Disabilities:

The M.S. in Counseling program is committed to the principle of universal learning. This means that our classrooms, virtual spaces, practices, and interactions will be as inclusive as possible. Any student with particular needs including a disability that may affect their academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact the Student Disability Resource Center: (phone #: 221-6230; email: sdrc@apsu.edu; website: <https://www.apsu.edu/disability/>).

Other Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php

Counseling Services

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation. (phone: 931-221-6162; email: counselingservices@apsu.edu)

Academic and Classroom Misconduct:

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

Writing Quality, Academic Honesty, and Plagiarism:

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in person or virtual appointments (phone #: 221-6559; email writinglab@apsu.edu; schedule an appointment at apsu.mywconline.com).

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution and includes, but is not limited to, the following activities:

1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7th edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. Sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use as a supplement rather than replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge use of AI in submitted work. (Please refer to the *Counseling Program Handbook* for more information about ethical and responsible use of AI).

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in the "Methodology" part of a manuscript should not raise a serious ethical concern.

Policy on Minors:

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

Service Animals in the Classroom:

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

Minimal Technology Requirements

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

Confidentiality:

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional

violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current *ACA Code of Ethics* will be followed.

Email Policy:

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

Requesting Assistance:

Communicate as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor to further reflect on your concerns. Prior to this meeting, type out a document detailing what elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/> .

Student Complaints and Appeals Procedure:

Please follow the Student Grievance Policy as outlined in the *Counseling Program Handbook*. Additionally, APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Changes to Course Syllabus

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

Demonstrating Respect:

- Respectful use of technology: Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in vibrate or silent mode and keep them out of sight. If you absolutely must take a call, please be respectful and quietly step out of the classroom.
- Respect of time: Be prepared for class each day and be on time. Participate fully but avoid dominating the conversation. See specific attendance policies under Student Performance Evaluation Criteria and Procedures.
- Respect of others: Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- Respect for self: In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

STUDENT COMPLAINTS AND APPEALS PROCEDURES

FIRST discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Course Objectives and Requirements

Knowledge and Skills Outcome

The objectives of this course align with CACREP standards (2024) stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Describe theories and models of career development, counseling, and decision-making	3.D.1	Assigned readings and Discussion Board Career Autobiography Paper Review national and local websites for up-to-date market information
Discuss approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	3.D.2	Assigned readings Discussion Board Career Autobiography Paper
Recognize processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	3.D.3	Assigned readings Discussion Board
Execute approaches for assessing the conditions of the work environment on clients' life experiences	3.D.4	Reflection Paper Career Autobiography Paper

Compare and contrast strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	3.D.5	Assessment Interpretation Discussion Board Career Autobiography Paper
Design a career development program planning, organization, implementation, administration, and evaluation	3.D.6	Final Group Project
Classify developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	3.D.7	Assigned Readings Discussion Board Career Autobiography Paper
Recognize strategies for advocating for employment support for individuals facing barriers in the workplace	3.D.8	Assigned Readings Discussion Board
Execute strategies for facilitating client skill development for career, educational, and life-work planning and management	3.D.9	Career Assessment Interpretation Practice
Identify career and postsecondary training readiness and educational decision-making	3.D.10	Assigned Readings

Discuss strategies for improving access to educational and occupational opportunities for people from marginalized groups	3.D.11	Assigned Readings Discussion Board Career Autobiography Paper
Examine ethical and legal issues relevant to career development and career counseling	3.D.12	Discussion Board Assigned Readings
Models of P-12 comprehensive career development	5.H.2	Assigned Readings Final Group Project

Course Requirements, Student Performance Evaluation Criteria, and Procedures

(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)

Attendance, participation, and professionalism (10 points)

Participation in the weekly discussion board and in-person attendance are necessary to successfully complete this course. Each unexcused absence from the weekly discussion board and/or in-class attendance will result in a 5-point deduction from your final grade. Two unexcused absences from the weekly discussion board and/or in person attendance will result in a whole letter grade reduction. Three unexcused absences from the discussion board and/or in-class participation will result in a failing grade in the course.

Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are required to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes but is not limited to confidentiality and respect in your presentations and management of clinical material; respect for peers, faculty, and others in your conversation and behavior; timeliness, engagement, and participation in all discussion board posts, assignments, and activities; timely and respectful communication with faculty and peers; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

Discussion Board (20 points) in D2L; initial posts due Friday & two responses by Wednesday

Each week, a discussion prompt will be posted to the discussion board to which you will offer a thoughtful and substantive response based on your reading from your primary textbook (3.25 pts per initial post). In addition to responding to the prompt, there is an expectation that you will also respond to the posts of at least two of your classmates (1.5 points each). Do not just say "good post" or "I

enjoyed reading your post”, etc. or you will not receive all the possible points. This assignment will stimulate discussion and promote meaningful dialogue about the content we will cover throughout the semester. It is imperative that comments remain respectful and reflect openness to diverse opinions. Anything posted on the discussion board that can be deemed otherwise will be given a zero for that week’s grade. We are all entitled to express our opinions; however, it is important to be aware of how we state them. Respect is essential for us all to feel comfortable in sharing our thoughts and opinions. Lastly, your classmates rely on you to post your initial discussion in a **timely manner** so that they have your discussion to react to. Please **DO NOT** wait until the last minute to submit your initial discussion. You must make a thoughtful initial response to the post by **Friday** each week. In addition to responding to the prompt, there is an expectation that you will also respond to the posts of at least two of your classmates by **Wednesday** night (**11:59pm**).

***Career Autobiography (30 points) due 7/25/2024 by 11:59pm in
Key Assessment to be submitted on Tevera***

You will write a 4–6-page self-reflective paper (excluding cover page and references, double spaced, APA 7th edition), discussing your own career development process. Your paper must have an introduction and a summary. Use headings and subheadings to aid in organization. This paper should describe your career path and explore how this path was shaped. Questions you must address while writing include:

What factors influenced your career path?

What was the role of parents/significant others?

What messages did you receive that influenced your career decision-making?

How three or more various aspects of your identity (i.e., cultural background, gender, race/ethnicity, sexual identity, gender identity, ability status, etc.) have influenced your career-lifespan trajectory.

What information did you receive about careers and from whom?

Which career theory(ies) captures your career decision making process? - Do not just summarize the theory, but rather, this should be an application of the theory with regards to aspects of your career-lifespan trajectory

Feel free to add information about other influences. Your paper will be graded on the depth of your self-reflection, as well as its presentation and formatting. Please include at least **three references** to strengthen your reflection paper. *Please note, the bolded questions serve as appropriate headings to guide the organization of this paper.*

As the Tevera Key Assessment for this course, your reflection paper must be submitted to Tevera by the assignment due date (7/25/2024). Your reflection paper will not be graded until it is uploaded to Tevera. If your reflection paper is not uploaded by the due date, your instructor has the right to lower your grade by 10 percent for each day the assignment is late.

Career Guidance and Human Development Presentation (40 points) due August 1st

You will work in groups of 3-4 people. Students will put together a poster presentation that will deliver a career development program or intervention for a specific population, with clearly defined and feasible

goals. The poster presentation will take place on the last day of class, and each group will have approximately 10-12 minutes to present their poster to the entire class.

The career program or intervention must be based on one or more major career theories, and students are expected to pull from current vocational psychology and career research and literature in designing their programs. Your instructor expects 8-10 peer refereed resources (i.e., conceptual, and empirical articles pulled from relevant career development and vocational psychology journals). Your textbook may supplement these sources but **does not** count as one of the 8-10 sources. Students will be randomly assigned to one of the ten groups below:

- LGBTQ+ Youth
- Youth with Intellectual and Developmental Disabilities
- Racial and Ethnic Minority Youth
- Individuals Experiencing Homelessness
- Returning Veterans
- Immigrants and Refugee Person who have resettled in the U.S.
- Dual-Career Couples
- Teen Mothers
- Formerly incarcerated individuals

Poster presentation must include all of the following:

- Description of the population
- Career development barriers and obstacles relevant to the population
- Career-related supports, resiliencies, and/or strengths
- Established and/or existing career approaches and programs/interventions with the population
- Proposed program/intervention for the population (must include theory or theories informing the intervention, potential assessments to be used with the population, goals and objectives of the intervention, actual intervention, and ethical considerations)

Evaluation

Students can earn points in the following manner:

- | | |
|---|-----------|
| 1. Attendance, Participation, and Professionalism | 10 points |
| 2. Discussion Board | 20 points |
| 3. Career Guidance and Human Development Presentation | 40 points |
| 4. Career Autobiography | 30 points |

Total Points

100 points

B. Grading criteria

A=90 - 100% B= 80 - 89% C= 70 - 79% D = 60 - 69% F = 0 – 68

Assignment Related Policies

Late Assignments

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

Tentative Schedule: The information in this syllabus is not set in stone. The instructor reserves the right to adjust based on the progress and perceived needs of the class. This may include modifying assignments, readings, activities, or adjustments to the course schedule. I also invite you to make suggestions for improving the class. This is your professional training and please make sure that you are getting your needs met. You are encouraged to let me know if you have ideas, questions, comments, or suggestions regarding the course.

TENTATIVE SCHEDULE

Week	Class Topic	Assignment/Readings
One – July 4th	<p>Overview of Career Counseling & Career Theory</p> <p>Ch. 1 – Career: Defining and highlighting the journey Ch. 2 – An exploration through career counseling Ch. 6 – An exploration of your own career story Ch. 9 – Career and mental health: total wellness</p> <p>(CACREP 3.D.1, 3.D.5, 3.D.12)</p>	<p>Text: Chapters 1-2, 6, 9</p> <p>Discussion Board: <i>Initial post</i> due Friday (07/5) by 11:59 pm <i>Two responses</i> by Wednesday (07/10) 11:59pm.</p> <p>Complete RIASEC Assessment and submit results to D2L: https://openpsychometrics.org/tests/RIASEC/</p>
Two – July 11th	<p>Lecturer: Eric Morgan</p> <p>Ch. 3 - Diversity, equity, and inclusion in career counseling Ch. 4,5 - Theories, frameworks, and approaches in career counseling Ch. 7 - Assessments in career counseling</p> <p>(CACREP 3.D.1, 3.D.2, 3.D.4, 3.D.5, 3.D.7, 3.D.8, 3.D.11, 3.D.12)</p>	<p>Text: Chapters 3-5, 7</p> <p>Discussion Board: <i>Initial post</i> due Friday (07/12) by 11:59 pm <i>Two responses</i> by Wednesday (07/17) 11:59pm.</p> <p>Complete work values inventory and submit results to D2L: https://www.careeronestop.org/Toolkit/Careers/work-values-matcher-assessment.aspx</p>

<p>Three – July 18th</p>	<p>Practice: Career Assessment Interpretation Practice</p> <p>Lecturer: Jordana McLaughlin</p> <p>Ch. 8 - Career and Technology Ch. 12 - Skills for practitioners</p> <p>(CACREP 3.D.3, 3.D.8, 3.D.9, 3.D.12)</p>	<p>Text: Chapters 8, 12</p> <p>Discussion Board: <i>Initial post</i> due Friday (07/19) by 11:59 pm <i>Two responses</i> by Wednesday (07/24) 11:59pm.</p>
<p>Four – July 25th</p>	<p>Designing, Implementing, and Evaluating Career Development Programs and Services: <i>Elementary School, Middle School, High Schools, Higher Education, & Community Settings.</i></p> <p>Ch. 11 - Career counseling settings across the lifespan</p> <p>(CACREP 3.D.6, 3.D.10., 3.D.11., 3.D.7, 3.D.12)</p>	<p>Text: Chapter 11</p> <p>Discussion Board: <i>Initial post</i> due Friday (07/26) by 11:59 pm <i>Two responses</i> by Wednesday (07/31) 11:59pm.</p> <p>Submit: Career Autobiography Paper by 11:59pm in Tevera</p> <p>*workday (presentations)</p>
<p>Five – August 1st</p>	<p>Ethical Issues in Career Development Interventions</p> <p>Ch. 13, 14 – Career paths and trends in career development</p> <p>(CACREP 3.D.7., 3.D.8, 3.D.9, 3.D.10, 3.D.,11 3.D.12)</p>	<p>Text: Chapters 13, 14</p> <p>Due: Class Presentations Submit: Presentation materials in D2L dropbox</p>

**COUN 5600: Theories and Counseling in Career Development
Career Biography Evaluation Rubric**

Element	Proficient (3 pts)	Satisfactory (2 pts)	Needs Improvement (1 pt)	Inadequate (0 pt)
<p align="center">Career Path</p> <p>CACREP 2024- 3.D.1 CACREP 2024- 3.D.2</p>	<p>Career autobiography paper thoroughly describes factors</p>	<p>Career autobiography paper adequately describes factors</p>	<p>Career autobiography paper minimally describes factors</p>	<p>Career autobiography paper does not</p>

	CACREP 2024- 3.D.4	that influenced one's career path.	that influenced one's career path.	that influenced one's career path.	describe factors that influenced one's career path.
Role of Parents	CACREP 2024- 3.D.4 CACREP 2024- 3.D.5	Career autobiography paper thoroughly describes the role of parents and significant others in one's career exploration journey	Career autobiography paper adequately describes the role of parents and significant others in one's career exploration journey	Career autobiography paper minimally describes the role of parents and significant others in one's career exploration journey	Career autobiography paper does not address the role of parents and significant others in one's career exploration journey.
Messages Received	CACREP 2024- 3.D.4 CACREP 2024- 3.D.5	Career autobiography paper thoroughly describes messages received that influenced one's career decision-making.	Career autobiography paper adequately describes messages received that influenced one's career decision-making	Career autobiography paper minimally describes messages received that influenced one's career decision-making	Career autobiography paper does not include messages received that influenced one's career decision-making
Role of Diversity in Decision-making	CACREP 2024- 3.D.2 CACREP 2024- 3.D.4 CACREP 2024- 3.D.7 CACREP 2024- 3.D.11	Career autobiography paper thoroughly describes the role of <u>three or more</u> identities play in career decision-making.	Career autobiography paper thoroughly describes the role of two identities play in career decision-making.	Career autobiography paper thoroughly describes the role of one identity plays in career decision-making.	Career autobiography paper does not address the role gender, race, culture, ability, status, and sexual orientation, and so on, play in career decision-making.
Self-Reflection	CACREP 2024- 3.D.2 CACREP 2024- 3.D.4	Career autobiography paper thoroughly incorporates career related life experiences throughout the paper.	Career autobiography paper adequately incorporates career related life experiences throughout the paper.	Career autobiography paper minimally incorporates career related life experiences throughout the paper.	Career autobiography paper does not incorporate career related life experiences throughout the paper.
Professional Writing		Career autobiography paper follows appropriate level of writing that adheres to APA 7 th edition format, including appropriate margins, font,	Career autobiography paper partially follows appropriate level of writing that adheres to APA 7 th edition format, including appropriate	Career autobiography paper minimally follows appropriate level of writing that adheres to APA 7 th edition format, including appropriate	Career autobiography paper does not follow appropriate level of writing that adheres to APA 7 th edition format, and does not include appropriate

	running head, sentence & paragraph structure, & citations & reference list.	margins, font, running head, sentence & paragraph structure, & citations & reference list	margins, font, running head, sentence & paragraph structure, & citations & reference list	margins, font, running head, sentence & paragraph structure, & citations and/or reference list.

**COUN 5600: Theories and Counseling in Career Development
Career Guidance and Human Development Presentation Grading Rubric**

Criteria	Score	Comments
Description of the population, career development barriers and obstacles relevant to the population, and career-related supports/resiliencies/strengths relevant to the population (10 points)		
Established and/or existing career approaches and programs/interventions with the population (5 points)		
Proposed program/intervention for the population (must include: theory or theories informing the intervention, potential assessments to be used with the population, goals and objectives of the intervention, and the actual intervention (20 points)		
Facilitates for the required 10-15 minutes (5 points)		
TOTAL		