

# COUN 632 Career Final Paper

by Heather Dahl

## Assessment

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This paper is designed to allow students to explore and synthesize what has been learned over the length of this course by applying a theoretical understanding of one career development theory and its current uses in practice in either a school counseling or mental health counseling setting. In this paper, it is recommended that students choose a topic and setting that is relevant to their career interests, and may be specified to a special population.

## Standards

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<b>CACREP-2016.2.F.1.h</b>	current labor market information relevant to opportunities for practice within the counseling profession
<b>CACREP-2016.2.F.4.a</b>	theories and models of career development, counseling, and decision making
<b>CACREP-2016.2.F.4.b</b>	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
<b>CACREP-2016.2.F.4.c</b>	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
<b>CACREP-2016.2.F.4.d</b>	approaches for assessing the conditions of the work environment on clients' life experiences
<b>CACREP-2016.2.F.4.e</b>	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
<b>CACREP-2016.2.F.4.f</b>	strategies for career development program planning, organization, implementation, administration, and evaluation
<b>CACREP-2016.2.F.4.g</b>	strategies for advocating for diverse clients' career and educational development and employment

- CACREP-2016.2.F.4.h** opportunities in a global economy  
strategies for facilitating client skill development for career, educational, and life-work planning and management
- CACREP-2016.2.F.4.i** methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- CACREP-2016.2.F.4.j** ethical and culturally relevant strategies for addressing career development
- CACREP-2016.2.F.7.h** reliability and validity in the use of assessments
- CACREP-2016.2.F.7.i** use of assessments relevant to academic/educational, career, personal, and social development
- CACREP-2016.2.F.7.m** ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- CACREP-2016.2.F.8.b** identification of evidence-based counseling practices
- CACREP-CMHC-2016.5.C.1.b** theories and models related to clinical mental health counseling
- CACREP-CMHC-2016.5.C.2.b** etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- CACREP-SC-2016.5.G.1.c** models of P-12 comprehensive career development
- CACREP-SC-2016.5.G.1.e** assessments specific to P-12 education
- CACREP-SC-2016.5.G.2.c** school counselor roles in relation to college and career readiness
- CACREP-SC-2016.5.G.3.e** use of developmentally appropriate career counseling interventions and assessments
- CACREP-SC-2016.5.G.3.g** strategies to facilitate school and postsecondary transitions
- CACREP-SC-2016.5.G.3.j** interventions to promote college and career readiness
- CACREP-SC-2016.5.G.3.k** strategies to promote equity in student achievement and college access

### COUN 632 Career Final Paper Rubric Paper Content

	<b>Emerging</b> (1.000 pt)	<b>Developing</b> (2.000 pts)	<b>Expectations Met</b> (3.000 pts)	<b>Expectations Exceeded</b> (4.000 pts)
<b>A Career Development Theory is</b>	The Career Development Theory is either not present at	The Career Development Theory is present, but is not	The Career Development Theory is adequately described,	The Career Development Theory is thoroughly described,

<p><b>present, justified, and used properly, with each step described and presented in-depth.</b> (1.000, 20%) CACREP-2016.2.F.4.a CACREP-2016.2.F.8.b CACREP-CMHC-2016.5.C.1.b CACREP-SC-2016.5.G.1.c</p>	<p>all, or is minimal or inadequate in presentation.</p>	<p>clearly implemented in a way that presents the information in a clear and critical way.</p>	<p>justified, and implemented in a way that presents the information in a way that is somewhat clear and critical in thought.</p>	<p>justified, and implemented in a way that presents the information in an exceptional way that is clear and critical in thought.</p>
<p><b>The population/setting (e.g., age, special population, school or clinical mental health setting) chosen is justified and thoroughly explored in relation to the career development theory chosen, supported with relevant literature.</b> (1.000, 20%)</p>	<p>The population/setting is either not present at all, or is minimal or inadequate in presentation.</p>	<p>The population/setting is present, but is not clearly implemented in a way that presents the information in a clear and critical way.</p>	<p>The population/setting is adequately described, justified, and implemented in a way that presents the information in a way that is somewhat clear and critical in thought.</p>	<p>The population/setting is thoroughly described, justified, and implemented in a way that presents the information in an exceptional way that is clear and critical in thought.</p>
<p><b>Strategies for career development program planning, organization, implementation administration, and evaluation.</b> (1.000, 20%) CACREP-2016.2.F.1.h CACREP-2016.2.F.4.b CACREP-2016.2.F.4.d CACREP-2016.2.F.4.f</p>	<p>Strategies are either not present at all, or are minimal or lacking in presentation.</p>	<p>The student explores critically how the theory conceptualizes the individual in a way that presents the information unclear and lacks direction.</p>	<p>Strategies are adequately described, justified, and implemented through the lens of the career development theory population/setting.</p>	<p>Strategies are thoroughly described, justified, and implemented through the lens of the career development theory population/setting in an exceptional manner.</p>

<p>CACREP-2016.2.F.4.i                  CACREP-2016.2.F.8.b                  CACREP-CMHC-2016.5.C.2.b                  CACREP-SC-2016.5.G.1.c                  CACREP-SC-2016.5.G.1.e                  CACREP-SC-2016.5.G.3.e                  CACREP-SC-2016.5.G.3.j                  CACREP-SC-2016.5.G.3.k</p>				
<p><b>Ethical and culturally relevant strategies for addressing career development.</b>                  (1.000, 20%)                  CACREP-2016.2.F.4.g                  CACREP-2016.2.F.4.j                  CACREP-2016.2.F.7.m                  CACREP-SC-2016.5.G.3.e                  CACREP-SC-2016.5.G.3.k</p>	<p>Strategies are either not present at all, or are minimal or lacking in presentation.</p>	<p>Strategies are present, but may not be fully described, justified, and implemented through the lens of the career development theory population/setting in an appropriate manner.</p>	<p>Strategies are adequately described, justified, and implemented through the lens of the career development theory population/setting.</p>	<p>Strategies are thoroughly described, justified, and implemented through the lens of the career development theory population/setting in an exceptional manner.</p>
<p><b>Strategies for assessing abilities, interests, values, personality, and other factors that contributes to career development.</b>                  (1.000, 20%)                  CACREP-2016.2.F.4.b                  CACREP-2016.2.F.4.c                  CACREP-2016.2.F.4.d                  CACREP-2016.2.F.4.e                  CACREP-2016.2.F.4.h</p>	<p>Strategies are either not present at all, or are minimal or lacking in presentation</p>	<p>Strategies are present, but may not be fully described, justified, and implemented through the lens of the career development theory population/setting in an appropriate manner.</p>	<p>Strategies are adequately described, justified, and implemented through the lens of the career development theory population/setting.</p>	<p>Strategies are thoroughly described, justified, and implemented through the lens of the career development theory population/setting in an exceptional manner.</p>

CACREP-2016.2.F.4.i CACREP-2016.2.F.7.h CACREP-2016.2.F.7.i CACREP-2016.2.F.7.m CACREP-SC-2016.5.G.1.e CACREP-SC-2016.5.G.3.e CACREP-SC-2016.5.G.3.j				
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### COUN 632 Final Paper Rubric Organization

	<b>Emerging</b> (1.000 pt)	<b>Developing</b> (2.000 pts)	<b>Expectations Met</b> (3.000 pts)	<b>Expectations Exceeded</b> (4.000 pts)
<b>Headings</b> (1.000, 25%)	Headings are missing or inappropriately labeled in APA style.	A few sections of the final paper are labeled appropriately in APA style.	Most sections of the final paper are labeled appropriately in APA style.	All sections of the final paper are labeled appropriately in APA style.
<b>Structure</b> (1.000, 25%)	No clear organization. Hard to follow. Organization does not guide the reader or produce a strong line of thinking. Very hard to see how ideas link together. Sections wander, and contain extraneous or irrelevant information.	A framework of a structure is present but does not follow clear logic. Some subheadings are used. Themes of the paragraph are undeveloped and may have more than one theme.	A structure is present and mostly clear and logical. Subheadings are used. Each paragraph generally has one controlling theme or main idea, but could be more controlled and/or developed.	Assignment has a controlling theme, purpose or topic sentence. Subheadings are used. Structure is logical and easy to follow. Organization guides reader effortlessly and creates a strong line of thinking.
<b>Audience</b> (1.000, 25%)	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
<b>Formatting</b> (1.000, 25%)	Does not use designated format for written interpretation.	Sometimes uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).	Generally uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).	Uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).

### COUN 632 Career Final Paper Rubric APA Formatting

<b>Emerging</b> (1.000 pt)	<b>Developing</b> (2.000 pts)	<b>Expectations Met</b> (3.000 pts)	<b>Expectations Exceeded</b> (4.000 pts)
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<b>Clarity of Writing</b> (1.000, 20%)	Writing is not concise, unclear, and difficult to understand and ideas are not presented in a convincing manner.	Writing is somewhat difficult to understand OR ideas are not presented in a convincing manner.	Writing is mostly clear, concise, and understandable; ideas are mostly presented in a convincing manner.	Writing is especially clear, concise, and understandable; ideas are presented in a convincing manner.
<b>Grammar and Word Usage</b> (1.000, 20%)	There are more than ten errors in grammar, word usage, punctuation, spelling, and capitalization.	There are five-ten errors in grammar, word usage, punctuation, spelling, and capitalization.	There are less than five errors in grammar, word usage, punctuation, spelling, and capitalization.	There are few if any errors in grammar, word usage, punctuation, spelling, and capitalization.
<b>Formatting</b> (1.000, 20%)	Does not use designated format for written interpretation.	Sometimes uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).	Generally uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).	Uses designated format for written interpretation (page limit, 1" margins, size 12 font, Times New Roman, double spaced).
<b>Citations</b> (1.000, 20%)	There are more than seven errors in in-text citations.	There are four-six errors in in-text citations.	There are one-three errors in in-text citations.	There are few, if any, errors in in-text citations.
<b>References</b> (1.000, 20%)	There are more than seven errors in the reference page.	There are four-six errors in the reference page.	There are one-three errors in the reference page.	There are few if any errors in the reference page.



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